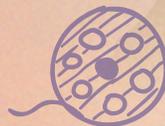


# CLIMATE INNOVATION CHALLENGE

## Kenya Educator Handbook



Think Globally



Adapt Locally

# CAVU



Climate Innovation Challenge Workbook- A Workbook on Climate Education  
"Think Globally, Adapt Locally"

Created and published by CAVU (Climate Advocates Voces Unidas)

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# Welcome

Welcome to the Climate Innovation Challenge (CIC)!

CIC is a Science, Technology, Engineering, Arts, and Mathematics (STEAM) education program developed by 20 year old nonprofit Climate Advocates Voces Unidas (CAVU). CAVU, founded by David and Jordan Smith, inspires local solutions to the climate crisis through visual storytelling and youth education programs that enhance leadership skills, climate messaging, and project design.

CIC was born out of the understanding that the climate crisis is the defining challenge for today's youth, impacting their environment, health, culture, and future job prospects. The CIC program includes a free six-lesson science and storytelling workbook that cultivates student leaders who can think innovatively and communicate effectively about adapting to our changing climate.

We challenge learners to create locally-led, culturally-responsive solutions to climate change that build resilience in their own communities. Learners are challenged to study the environment around them and are encouraged to develop a project using the scientific method. They are challenged to use their creative minds to communicate these designs in exciting and engaging ways. After learners go through this process, they create a short (4-minute max) video to showcase their proposed solutions. Learners can submit their short films to our annual competition, where cash prizes are awarded to outstanding student work, and certificates of participation are presented to all participants.

At its core, the CIC is an undertaking in storytelling for climate action. We better understand the impact on people and how to protect their environment if we listen to their stories. Stories are compelling, and they connect us together in a world that has become too divisive and disconnected with nature.

Once finished, participating learners will have created a video presenting their original concept that they can easily share with peers, public and private sector, community leaders, environmental stewards, and Ministry of Education (MOE), Ministry of Environment, Climate Change and Forestry, and the Kenya Tourism Board (KTB).

We encourage learners to "think globally and adapt locally," fostering solutions-driven thinking for their own communities as they embark in understanding their local context. To this end, we are dedicated to connecting classrooms and communities across the globe via video conferencing, and other communication tools.

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## *Essence Statement*

The Climate Innovation Challenge workbook, referred to as CIC, is our free and fun international STEAM program for grades 3-12 that encourages students to find their connection and role in addressing climate change. Our goal is to inspire students to develop innovative climate solutions, and to tell the story of their solution through short videos. We provide teachers, schools, afterschool programs, and clubs with free training and in-class support.

CAVU believes that engaging youth in solutions-based education about the climate crisis provides them with a sense of agency and hope. When young people engage in action, they stay in action.

Students who go through the program emerge with a range of skill sets, including:

Climate Leadership, Video production, Storytelling, Critical thinking, Digital Media Literacy, Team Building, Research, Project Management, Interdisciplinary thinking, Creative Problem Solving, Science Literacy, and Environmental Literacy

The General Learning Outcomes/ Goals are to: prioritize communities most vulnerable to the impacts of climate change; prioritize students underrepresented in STEAM education; amplify youth voices when addressing climate challenges; develop pathways to implement student solutions and explore career opportunities; improve students' digital media skills; cultivate innovation, creative problem solving, and leadership; work collaboratively with communities to develop regionally and culturally specific lessons that meet students where they're at; and ease the anxiety climate change can create by focusing on solutions and opportunities.

CIC also meets the Core Competencies set by KICD and the Learning Outcomes for Middle and Senior School including Communication and Collaboration, Self-efficacy, Critical Thinking, Inclusive Thinking, Problem Solving, Citizenship, Digital Literacy, and Learning to Learn.

CIC instills key values in learners such as responsibility, honesty and trustworthiness, excellence, respect, care and compassion, understanding and tolerance, trust, and being ethical among many others.

CIC prepares the learner for the twenty-first century by equipping them with key skills in research, digital media literacy and storytelling. CIC is an additional resource in the attainment of the National Goals of Education and Sustainable Development Goals.

Please note: PCIs in education refers to Pertinent and Contemporary Issues, which are relevant and modern problems or concerns that affect the delivery of educational services. These issues are important and current, relating to the lives of learners and teachers in the present day)

S/N	COMPONENT	Introduction	Lesson	Extra Resources
1.0	<b>WORKBOOK ORIENTATION</b>	<b>Introduction to CIC</b> <ul style="list-style-type: none"> <li>- Objectives of CIC</li> <li>- CIC alignment to National Goals for Education</li> <li>- CIC Core Competencies</li> <li>- Outline of the 6 Lessons (20 minutes)</li> </ul>	<b>CAVU's commitment to the land and Indigenous African Knowledge</b>  (20 minutes)	<b>Project Format</b> <ul style="list-style-type: none"> <li>- Project Submission and Media Release</li> <li>- Judging Process</li> <li>- Video Showcase and prizes</li> <li>- Challenge Project Criteria</li> </ul>
	<b>Core Competencies</b>	<ul style="list-style-type: none"> <li>- Interdisciplinary thinking</li> <li>- Learning to Learn</li> </ul>		
	<b>Values:</b>	<ul style="list-style-type: none"> <li>- Understanding</li> <li>- Tolerance</li> <li>- Care</li> <li>- Compassion</li> </ul>		
	<b>PCIs: Pertinent and Contemporary</b>	<ul style="list-style-type: none"> <li>- Self -Awareness</li> <li>- Environmental Education</li> </ul>		
2.0	<b>Lesson 1: FIND YOUR ENTRY POINT</b>	<b>Introduction</b>		
		<b>Learning Outcomes</b> <b>Essential Questions</b> <b>Note to Educator</b> (20 minutes)	<b>Classroom Discussion and Activities</b> <ul style="list-style-type: none"> <li>- Climate Change Overview (20 minutes)</li> <li>- Introduction to Storytelling (20 minutes)</li> <li>- Finding your Entry Point (20 minutes)</li> </ul>	
	<b>Core competencies</b>	<ul style="list-style-type: none"> <li>- Climate Leadership</li> <li>- Storytelling</li> <li>- Creative Problem Solving</li> </ul>		

S/N	COMPONENT	Introduction	Lesson	Extra Resources
	<b>Values:</b>	<ul style="list-style-type: none"> <li>- Responsibility</li> <li>- Excellence</li> </ul>		
	<b>PCIs:</b>	<ul style="list-style-type: none"> <li>- Self - Awareness</li> <li>- Environmental Education</li> </ul>		
<b>3.0</b>	<b>MITIGATION AND ADAPTATION STRATEGIES</b>	<p><b>Learning Outcomes</b></p> <p><b>Essential Questions</b></p> <p><b>Note to Educator</b> (20 minutes)</p>	<p><b>Classroom Discussions and Activities</b></p> <ul style="list-style-type: none"> <li>- Defining Terms, Venn Diagram Activity (15 minutes)</li> <li>- Key Terms Exercise (20 minutes)</li> <li>- Indigenous-Led Solutions to Climate</li> </ul>	<b>Key Terms Worksheets</b>
	<b>Core Competencies:</b>	<ul style="list-style-type: none"> <li>- Climate Leadership</li> <li>- Science Literacy</li> </ul>		
		<ul style="list-style-type: none"> <li>- Critical Thinking, Inclusive Thinking, and Problem Solving</li> </ul>		
	<b>Values:</b>	<ul style="list-style-type: none"> <li>- Responsibility</li> <li>- Excellence</li> <li>- Care</li> </ul>		
	<b>PCIs:</b>	<ul style="list-style-type: none"> <li>- Self -Awareness</li> <li>- Environmental Education</li> </ul>		
<b>4.0</b>	<b>REPUTABLE RESEARCH</b>	<p><b>Learning Outcomes</b></p> <p><b>Essential Questions</b></p> <p><b>Note to Educator</b> (20 minutes)</p>	<p><b>Classroom Discussions and Activities</b></p> <ul style="list-style-type: none"> <li>- Reputable Research (20 minutes)</li> <li>- Identifying Reputable Resources (20 minutes)</li> <li>- Scientific Tools and Resources (25 minutes)</li> </ul>	<b>Handouts</b>

S/N	COMPONENT	Introduction	Lesson	Extra Resources
	<b>Core Competencies:</b>	<ul style="list-style-type: none"> <li>- Research</li> <li>- Project Management</li> <li>- Interdisciplinary thinking</li> <li>- Creative Problem Solving</li> <li>- Science Literacy</li> </ul>		
	<b>Values:</b>	<ul style="list-style-type: none"> <li>- Honesty</li> <li>- Trustworthiness,</li> <li>- Ethics</li> <li>- Professionalism</li> </ul>		
	<b>PCIs:</b>	<ul style="list-style-type: none"> <li>- Self -Awareness</li> <li>- Environmental Education</li> </ul>		
<b>5.0</b>	<b>BRAINSTORMING CLIMATE CHANGE SOLUTIONS</b>	<p><b>Learning Outcomes</b></p> <p><b>Essential Questions</b></p> <p><b>Note to Educator</b> (20 minutes)</p>	<p><b>Classroom Discussions and Activities</b></p> <ul style="list-style-type: none"> <li>- Brainstorming your solution (20 minutes)</li> <li>- Climate Change Justice (20 minutes)</li> <li>- Project Assessment (20 minutes)</li> </ul>	<b>Free Write Exercise</b>
	<b>Core Competencies:</b>	<ul style="list-style-type: none"> <li>- Project Management</li> <li>- Interdisciplinary thinking</li> <li>- Critical Thinking, Inclusive Thinking, and Problem Solving</li> </ul>		
	<b>Values:</b>	<ul style="list-style-type: none"> <li>- Teamwork and collaboration</li> <li>- Responsibility</li> <li>- Excellence</li> </ul>		
	<b>PCIs:</b>	<ul style="list-style-type: none"> <li>- Self - Awareness</li> <li>- Environmental Education</li> </ul>		

S/N	COMPONENT	Introduction	Lesson	Extra Resources
6.0	<b>CLIMATE MESSAGING AND PROJECT DESIGN</b>	<b>Learning Outcomes</b> <b>Essential Questions</b> <b>Note to Educator</b> (20 minutes)	<b>Classroom Discussions and Activities</b> <ul style="list-style-type: none"> <li>- Communicating your message or CIC Solution (20 minutes)</li> <li>- Climate Action Plan (25 minutes)</li> </ul>	
	<b>Core Competencies:</b>	<ul style="list-style-type: none"> <li>- Video production</li> <li>- Storytelling</li> <li>- Critical thinking</li> <li>- Digital Media Literacy</li> </ul>		
	<b>Values:</b>	<ul style="list-style-type: none"> <li>- Care</li> <li>- Ethics</li> <li>- Responsibility</li> </ul>		
	<b>PCIs:</b>	<ul style="list-style-type: none"> <li>- Global Citizenship</li> <li>- Self - Awareness</li> <li>- Environmental Education</li> </ul>		
	<b>Total Learning Time</b>	<b>140 minutes</b>	<b>310 minutes</b>	

# Workbook Orientation

In the Climate Innovation Challenge (CIC), learners from around the world create solutions that build climate resilience in their own communities and present their ideas in short videos. We believe in starting where you are, in learners' physical location, cultural location, worldview location, and as individuals with the strengths and interests each student brings to the table.

The CIC workbook aligns with these two National Goals for Education in Kenya as dictated by KICD:

- ◆ Promote international consciousness and foster positive attitudes towards other nations Kenya is part of the interdependent network of diverse peoples and nations. Education should empower the learner to respect, appreciate and participate in the opportunities within the international community. Education should also enable the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails. CIC adheres to the UN SDG number 13- Climate action, UNEP Protocols and Community of Parties (COP).
- ◆ Promote positive attitudes towards good health and environmental protection. Education should inculcate in the learner the value of physical and psycho-social well being for self and others. It should promote environmental preservation and conservation, including animal welfare, for sustainable development.

CIC also meets the Core Competencies set by KICD and the Learning Outcomes for Middle and Senior School including:

1. Communication and Collaboration
2. Self-efficacy
3. Critical Thinking, Inclusive Thinking, and Problem Solving
4. Creativity and Imagination
5. Citizenship
6. Digital Literacy
7. Learning to Learn



The CIC workbook is made up of six distinct lessons. Please note that some lessons may take longer depending on which videos you choose to view. We've listed running times so that you can time your lessons appropriately. Lesson 6 is more extensive and may take several sessions to complete. Each lesson consists of four to five sections:

- ◆ Learning Outcomes
- ◆ Essential Questions
- ◆ Educator Notes
- ◆ Classroom Discussion and Activities

The flexible CIC workbook is a great complementary resource for teachers, facilitators, club patrons of Environmental, CIC and 4K Clubs. It gives educators extra resources they can use to teach their learners about climate change impacts. The additional skills of research and storytelling are a bonus as these are key skills in the 21st century and learners will get a head start in their education and work preparation having acquired these critical life skills. We will partner with the National Museums of Kenya to build young researchers and explore the National Museums.

This workbook provides teachers with learning materials that help them foster in their learners a positive attitude towards environmental development and appreciate a healthy environment.

The CIC Workbook aligns with the National goals for Education in Kenya (no. 2c,3,7 and 8), the 7 core competencies set by KICD and the learning outcomes for Middle School (1,2,3,4,6,7,8 and 9) and Senior School (1,2,3,4,7,8,9 and 10).

Lessons include:

- ◆ Lesson 1 - Find Your Entry Point
- ◆ Lesson 2 - Mitigation & Adaptation Strategies
- ◆ Lesson 3 - Reputable Research
- ◆ Lesson 4 - Brainstorming Climate Solutions
- ◆ Lesson 5 - Climate Messaging & Project Design
- ◆ Lesson 6 - Project Production
- ◆ Next Steps

### **CAVU's Commitment to the Land and Indigenous Peoples: appreciating and acknowledging Indigenous African Knowledge and practices**

Because we believe in starting out where you are, we seek to work in solidarity with the communities who have been most deeply impacted by the systems responsible for creating climate injustice. CAVU acknowledges that our organisation's work is situated within a long history of climate resilience work, and we honour that legacy.

The original peoples of lands across the world have understood and acted in ways that centre care for the land, and we see it as a core responsibility to use our platform to amplify these long-standing relationships between Native peoples and their lands across the world. As a result, you will see examples from and references to Indigenous communities throughout the workbook.

That said, we encourage teachers and learners to shape their approach to the workbook based on their own sets of relationships with the land and their own worldviews and immediate home communities. While we have a long way to go before our collective work has made the impact we are hoping for, we remain strong in our belief that we must begin where we are, with what we can touch.

Our commitment to our local and global communities is at the heart of our work, and we are grateful you have trusted us with the opportunity to work, learn, and relate with you and your learners.

## **Project Format**

CAVU staff members are available to work with learners and teachers to create engaging videos to showcase student ideas. Often, learners will use presentation software as the foundation for creating a project. Students can use their preferred video editing software, and we accept students' work in a variety of file formats. We encourage the use of Canva as a means for producing CIC projects. Educators can register for free as a verified Canva educator [here \(bit.ly/CAVU-Canva-2\)](https://bit.ly/CAVU-Canva-2). Be sure to register early on in the process so that you can gain access to the software and set up your online classroom before learners start to use the program.

Below are two video tutorials to guide educators if your learners would like to use presentation software for their project:

- ✦ [Canva.com - Tutorial \(bit.ly/CAVU-Canva\)](https://bit.ly/CAVU-Canva) - Recommended!
- ✦ [Capcut.com - Tutorial \(bit.ly/CAVU-CapCut\)](https://bit.ly/CAVU-CapCut)

Both Canva and Capcut are free and easy to use on both a mobile phone or a laptop.

Learners' work will be evaluated for the Showcase on their ability to devise a sound solution and tell a visual story about their solution. All projects must be pre-recorded and submitted as a standard video file.

## Project Submission & Media Release

To submit to the CIC, students in primary, junior and senior secondary are required to have a media release form signed by a parent or guardian. The teacher can either fill a Google Form electronically or print a PDF form, sign, scan and email it to a CAVU staff.

[ClimateInnovationChallenge.org](https://ClimateInnovationChallenge.org)

[CAVU Electronic media release \(bit.ly/CAVU-e-release\)](https://bit.ly/CAVU-e-release)

[CAVU PDF Parent media release \(bit.ly/CAVU-parent\)](https://bit.ly/CAVU-parent)

[CAVU PDF Educator release \(bit.ly/CAVU-educator\)](https://bit.ly/CAVU-educator)

When a project is completed, learners are encouraged to enter the challenge by uploading their video to the FilmFreeway. For more information about how to submit to this year's competition, visit us online at [ClimateInnovationChallenge.org](https://ClimateInnovationChallenge.org).

## Judging Process

Once projects are submitted, a preliminary panel of judges will evaluate submissions that meet the project criteria via the [CIC Judging Rubric \(bit.ly/CAVU-Rubric\)](https://bit.ly/CAVU-Rubric). Judges will look for well-rounded projects that meet the project criteria and excel in many of the categories included in the rubric. Top scoring projects will be moved onto Round 2 judging to determine which projects will receive our top awards.



## Video Showcase & Prizes

Award winning entries will be featured in CAVU's annual CIC Video Showcase. This virtual event is held at the end of the school year to highlight learners' achievements and present awards. Visit [CAVU.org](https://CAVU.org) to learn more about this year's showcase and prizes.

It is recommended that those interested in submitting projects to the showcase use the workbook provided, but it is not required. Conversely, learners and educators who go through the workbook are not required to enter the video challenge. Learners can register either independently or through an educator. CAVU staff can support teachers in implementing the workbook to complement existing school and classroom lesson plans.

# Challenge Project Criteria

For challenge participants, the following criteria serve as a baseline for what is expected to qualify for the CIC Video Showcase. Participants can work individually or in groups. The size of the group is unlimited. CAVU strongly encourages group submissions for younger learners.

For strong projects we recommend that they:

1. Be pre-recorded and submitted as a standard video file. (DV, MPEG-4, MP4, MPEG-2, MOV, and M4V are all acceptable formats). \* Mandatory
2. Not exceed 4 minutes in length. \* Mandatory
3. Display a climate change solution.
4. Be subtitled in English.
5. Not use copyrighted music, graphics or materials that may cause them to be flagged on streaming services.
6. Cite at least three sources in a format chosen by the educator.
7. Contain an opening title containing all participating learners' first names, grades, instructor names (if applicable), and school/institution name.
8. NOT include their last names on their submissions for privacy reasons. CAVU accepts no responsibility or liability for participants' failure to adhere to this guideline.

**Please note that CIC is a video competition.**

**Essays, research papers, and slide presentations will not be accepted to this competition.**



# Lesson 1: Find Your Entry Point

## Learning Outcomes

- ◆ Learners will:
  - ◇ Identify causes and effects of climate change.
  - ◇ Describe important climate change terms and concepts.
  - ◇ Explore a range of storytelling techniques and examples of successful CIC projects.
  - ◇ Consider the impact climate change has had on them, their families, and their communities.
  - ◇ Identify students' relationships with the land, local communities, and their passions.

## Essential Questions



- ◆ What is the climate?
- ◆ What does climate change mean to you?
- ◆ How do you feel about the role you play in our changing climate?
- ◆ How can you tie your passions and skill sets into addressing climate change at a local level?
- ◆ What tools do you have at your disposal to help tell your story effectively?

## Note to Educator



- ◆ Before starting this lesson, you will want to give learners an overview of the workbook and the showcase.

## Classroom Discussion and Activities



- ◆ **Climate Change Overview** (20 minutes)
  - ◇ What is climate change in our National Language, Kiswahili? Show and discuss the video ["Friendly Guide to Climate Change"](https://bit.ly/CAVU-Friendly-Guide) ([bit.ly/CAVU-Friendly-Guide](https://bit.ly/CAVU-Friendly-Guide)) (16:52) by Henrik Kniberg.
  - ◇ Follow up this video by discussing a few of the basic principles of climate change.
  - ◇ What are greenhouse gases?
  - ◇ What is the ozone layer?



- ❖ Greenhouse gases in the atmosphere have dramatically increased since the industrial revolution due to the burning of fossil fuels.
- ❖ Increased greenhouse gases in the atmosphere lead to higher global temperatures because they store and radiate heat back down to earth.
- ❖ Increased global temperatures have resulted in catastrophic climate change indicators like rising lake levels, worsening wildfires, aridification and drought, and many others.
- ❖ Climate change indicators are a set of parameters that scientists can use to gauge our changing climate. They can be tracked over time, providing data that indicates a change that can be directly correlated with greenhouse gas emissions in the atmosphere. Examples include rising temperatures, rising sea levels, and arctic ice and glacier melt.

### **Introduction to Storytelling** (20 minutes)

- ❖ Introduce Climate Advocates Voces Unidas (CAVU).
  - ❖ CAVU inspires locally-led solutions to the climate crisis through visual storytelling and education programs.
- ❖ Introduction:
 

Learners can work individually or in a group and discuss the questions below. How many parts does a story have? A beginning, a middle and an end. How do you share your stories? (ex. journaling, dance, fashion, beading, poetry, painting)

  - ❖ What does storytelling look like in your family? Your communities?
  - ❖ How are stories passed from one generation to the next?
  - ❖ What kind of stories make an impact on you and your world?
  - ❖ What makes a good story to you?
  - ❖ What time are stories told at your home and in your community?
- ❖ Storytelling Video Examples (pick and choose the videos best suited to your classroom):
  - ❖ With respect to globalising our education we are giving the learners the following examples from around the world because climate change is a global crisis.
  - ❖ [A High Schooler's Guide to Solar Thermal Energy \(bit.ly/CAVU-Storytelling\)](https://bit.ly/CAVU-Storytelling) (4:00), 2023 CIC Best Storytelling Prize
  - ❖ Wild our World: ([bit.ly/CAVU-Creative](https://bit.ly/CAVU-Creative)) (4:00), 2023 Most Creative and Engaging Project Elementary School
  - ❖ [Story of a Flood \(bit.ly/CAVU-Flood\)](https://bit.ly/CAVU-Flood) (3:50)
- ❖ Discussion prompts:
  - ❖ What caught your attention most in these 2 videos?
  - ❖ Could you see yourself telling a story about climate resilience in a new way after watching any of these videos?
  - ❖ What did you notice that was similar in these approaches to storytelling?
  - ❖ What was different?
  - ❖ What would you add if someone asked you what makes an impactful story?

## Finding Your Entry Point - Land and Community Relationship Activity through Freewrite and Class Discussion (20 minutes)

Ideally, learners will begin to develop their project by identifying where they want to focus. To help them identify their path, we encourage learners to contemplate both how climate change impacts their life, environment, and community now and to consider the historical implications in and of communities they live in.

### ◆ Freewriting Exercise

- ◆ Ask students to think about the following:
  - ◆ Stories from their lifetime
  - ◆ Stories their family passes down
  - ◆ Stories they hear from adults/elders in the community
  - ◆ Stories shared within their culture
- ◆ Select a few of the follow questions as prompts for their freewrite:
  - ◆ What are you passionate about?
  - ◆ What are you good at?
  - ◆ What are some elements in your own life that connect you to the land, and if/how that has changed over time?
  - ◆ What does 'land relations' mean to you?
  - ◆ In what ways do you want to be responsible or in relationship to the land?
  - ◆ In what ways are you in meaningful relationship with the land?
  - ◆ Can you better understand your role in climate change work by understanding how your family and/or Ancestors were impacted?
  - ◆ What is your relationship with the original peoples of this land?
  - ◆ How might this inform your understanding(s) of the problems? Of the solutions? Who should be centered?
  - ◆ How can you connect your histories, passions, and skills to engage in climate work?

 **Educator's Note:** Work with learners to brainstorm how their passions and interests might work together to create a solution that is meaningful for them.



# Lesson 2: Mitigation & Adaptation Strategies

## Learning Outcomes

- ◆ Learners will:
  - ◇ Discover and evaluate climate change solutions.
  - ◇ Distinguish between “mitigation” and “adaptation” strategies for climate change.
  - ◇ Reflect on the impact of climate change in their community.
  - ◇ Outline their initial ideas for their Climate Innovation Challenge project.

## Essential Questions



- ◆ Define Adaptation
- ◆ Define Mitigation
- ◆ Why is it crucial to include both adaptation and mitigation in a holistic climate solution?
- ◆ How might climate change affect your life in the future?
- ◆ What are some valuable lessons we can learn from Indigenous-led climate solutions?
- ◆ How do you want to address climate change in your community?

## Note to Educators



- ◆ This lesson is designed to equip learners with the necessary knowledge and understanding of adaptation and mitigation strategies for addressing climate change, laying the groundwork for their CIC projects. We give examples of African Indigenous Knowledge and practices addressing climate change mitigation and adaptation efforts to reflect how worldview and culture play a role in the choices we make and the solutions we devise.

## Classroom Discussion and Activities



- ◆ **Defining Terms, Venn Diagram Activity** (15 minutes)
  - ◇ Watch CAVU’s video “[Mitigation & Adaptation Strategies](#)” (2:10)
  - ◇ Venn Diagram Activity
    - ◆ On a blackboard or large sheet of paper (manila paper), draw a large Venn diagram. (see the Venn diagram below)
    - ◆ One circle will eventually be labelled “adaptation” and one as “mitigation.” Do not label them on the whiteboard right away.
    - ◆ Ask the class, “How do we respond to climate change?” Encourage them to recall solutions from the videos they’ve watched.
    - ◆ Ask learners to provide their own ideas. As they provide suggestions, write each in the designated part of the diagram.



### Educator's Note:

Some common suggestions include recycling, driving less, and using less or renewable energy, all of which would be placed in the mitigation circle.

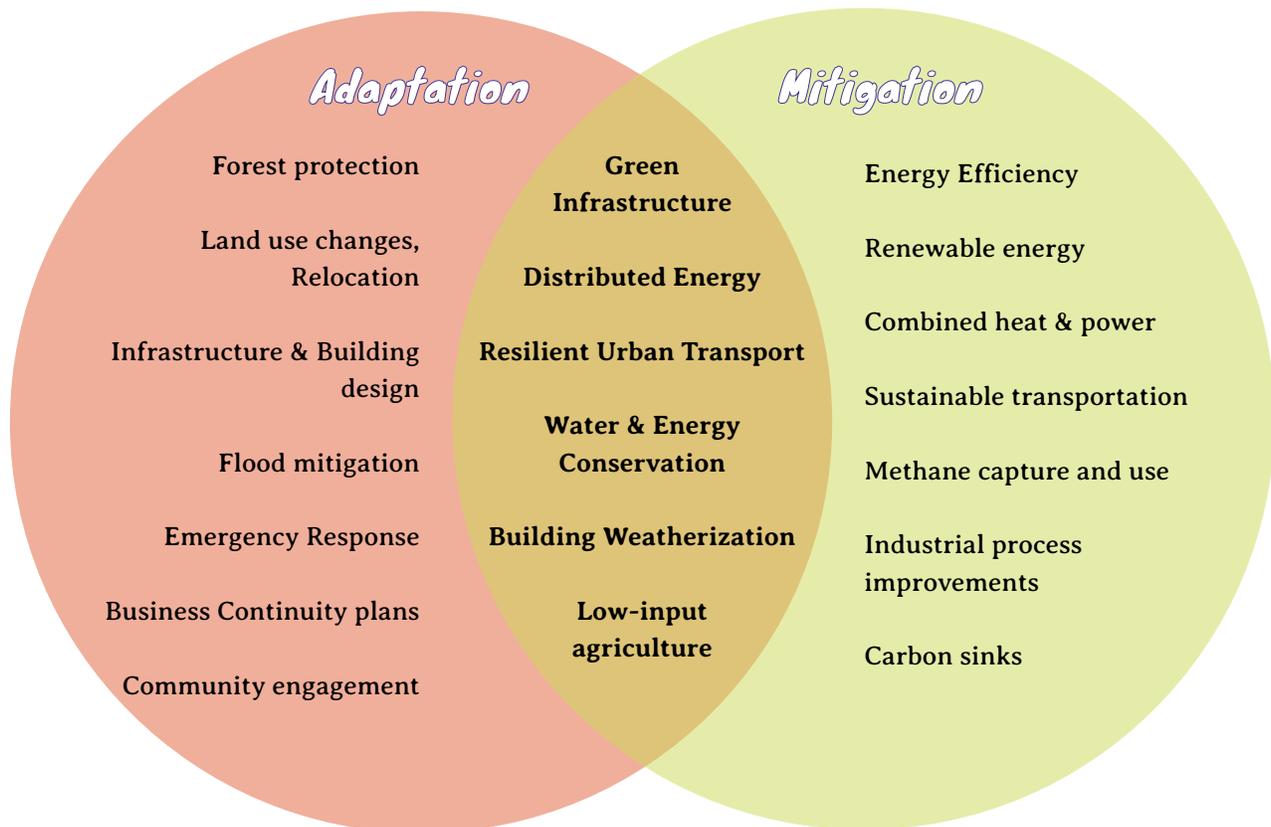
Suggestions for adaptation strategies include rain catchment systems, land use changes, infrastructure or community response protocols, which would be placed in the adaptation circle.

Planting trees would fall into the overlapping part of the circle because it both sequesters carbon and has local cooling and habitat benefits.

Introduce the learners to the Jaza Miti Initiative by the President of Kenya, this is the President's initiative to plant 15 billion trees in Kenya by 2032. It is a joint project by kefri.org, Ministry of ICT and Ministry of Environment, Climate Change and Forestry and Office of the President.

## Green Resilience

### Adaptation & Mitigation Synergies



- ❖ When you have received a satisfactory number of suggestions, proceed to label the circles. As you label them, provide the definitions of the following terms:
  - ❖ **"Mitigation"** is the action of reducing the severity, seriousness, or painfulness of something. In relation to climate change, "mitigation" is reducing the amount of greenhouse gasses in the atmosphere, either by reducing emissions (i.e., driving less) or pulling the existing greenhouse gasses out of the atmosphere. (i.e., planting trees, recycling, and/or storing carbon underground).

- ◆ **“Adaptation”** is changing to meet a new situation or set of circumstances. Animals and plants can adapt in the short or long term by changing their physiology or behavior. Humans have the benefit of being able to predict future circumstances and can adapt even before changes happen. In relation to climate change, “adaptation” refers to adjustments in ecological, social, or economic systems in response to climate change impacts. (i.e. rain catchment, land use changes, and/or community response protocols).
  - ◆ Given these definitions, prompt the students to brainstorm other climate change responses they know about. Have them write these responses on sticky notes, then place them where they ought to be on the Venn diagram. Draw their attention to the overlapping section of the Venn Diagram, and get them thinking about actions that are both mitigation and adaptation.
- ◆ **Key Terms Exercise** (20 minutes)
  - ◆ To ensure that learners are prepared to create a CIC project, they must have a firm understanding of the differences between climate impact (the negative ways that climate change affects our world), adaptation strategies (how to prepare for negative climate impact) and mitigation strategies (how to reduce the rate of warming).
  - ◆ Learners can use the handout at the end of this lesson to go over these terms. An answer key is provided.
- ◆ **Indigenous-Led Solutions to Climate Change** (25 minutes)
  - ◆ People engage in mitigation and adaptation approaches based on their worldview, history, and cultural practices. The UN, and other world governing bodies, are recognizing the need to address global challenges in context with Indigenous knowledge.
  - ◆ Acknowledging the value of Indigenous knowledge and practices, as well as involving Indigenous communities in climate change mitigation and adaptation efforts, are crucial for addressing the global climate crisis more effectively and equitably.
  - ◆ In Africa, most of our Indigenous knowledge is with our grandparents and parents. It is important to encourage the learners to interview their parents and grandparents, so as to capture this important knowledge, and understand how to best incorporate Indigenous knowledge with the lessons they are learning in school, from Environmental and Climate Change Champions like the late Professor Wangari Mathai, and on the internet.
  - ◆ Here are a few examples of Indigenous worldviews and how Indigenous communities are addressing climate change in their own traditional and cultural ways:
    - ◆ [Impact of Climate Change to African Indigenous Communities \(go.nature.com/3U0tVct\)](https://go.nature.com/3U0tVct)
    - ◆ [Indigenous Knowledge and Climate Change in Africa \(bit.ly/CAVU-Indigenous\)](https://bit.ly/CAVU-Indigenous)
    - ◆ [Cop 26: Indigenous Communities in Africa call on world leaders to take action \(9:20\) \(bit.ly/CAVU-COP26\)](https://bit.ly/CAVU-COP26)
  - ◆ Discussion Questions:
    - ◆ What are some valuable lessons we can learn from Indigenous-led climate solutions?
    - ◆ How do Indigenous communities use both adaptation and mitigation to create climate solutions?
    - ◆ Do you see lessons in how Indigenous-led approaches might influence how you want to address climate change in your community?

## Lesson 2 Handouts



- ◆ [Key Terms Worksheet](#)
- ◆ [Key Terms Worksheet - Answer Sheet](#)



## Lesson 2 Handout: Key Terms Worksheet

Below we have provided students with examples from around the world to help them compare different Mitigation and Adaptation measures from around the world and be able to increase their global awareness and examples that can work within their local environment as well.

In order to ensure that you are prepared to create an adaptation plan, you must have a firm understanding of the differences between climate impacts (the ways that climate change affects our world), adaptation strategies (what we do to prepare for climate impacts) and mitigation strategies (what we do to reduce the rate of warming, usually by reducing greenhouse gas emissions or removing existing greenhouse gasses from the atmosphere).

Ask the learners to identify whether the scenario in the left-hand column would be considered a climate impact, an adaptation strategy, a mitigation strategy, or both an adaptation and a mitigation strategy.

Remind the learners to pay careful attention to how adaptation and mitigation complement or conflict with each other.

Scenario	Climate Impact	Mitigation	Adaptation	Mitigation and Adaptation
In 2019, Cyclone Idai ripped into Africa from the Indian Ocean, leaving more than 1,000 people dead in Mozambique, Malawi and Zimbabwe and causing a humanitarian crisis.				
Santa Clara Pueblo in New Mexico is restoring a riparian zone next to the Santa Clara Creek that was impacted by wildfire. They are combining scientific and native knowledge and using natural materials: rocks to slow water, bend waterways and create ponds and floodwater diversions; tree roots and debris to create habitats, enrich the soil and shade seedlings.				
Santa Fe, NM, builds more biking and walking paths. A new website includes an interactive map that will allow cyclists and walkers to plan their trips.				
In North Africa, Tunisia has endured a heatwave and fires that have damaged the country's grain crop. On July 13 in the capital city of Tunis, the temperature reached 48 degrees Celsius (118 degrees Fahrenheit), breaking a 40-year record.				



Scenario	Climate Impact	Mitigation	Adaptation	Mitigation and Adaptation
<p>Six nations in Africa get over 90% of their power from hydro – Democratic Republic of the Congo, Namibia, Zambia, Ethiopia, Togo, and Sudan. More important is the fact that less than 10% of Africa’s hydropower potential has been tapped. Sub-Saharan Africa, where most of the major rivers in Africa are, already has plans to more than double its hydro production by 2030.</p>				
<p>In Nairobi, Kenya, urban gardening has become a common activity within informal settlements such as Dagoretti and Mukuru Kwa Reuben to ensure food security for local residents.</p>				
<p>Newark, NJ uses federal infrastructure funding to upgrade sewers, culverts, and overland flow routes in anticipation of more frequent and extreme rainfall events.</p>				
<p>Solar cold storage are a solution to Africa's post-harvest loss as almost 50% of total agricultural produce is lost or damaged in transit and at retail outlets before reaching the final consumers.</p>				
<p>The Mount Kenya Trust played a key part in coordinating firefighting efforts with Rhino Ark, the Kenya Forest Service and the Kenya wildlife service deploying up to 35 trained personnel each day and a further 150 – 200 community members.</p>				
<p>The Boise National Forest in Idaho begins conducting prescribed burns to keep extreme wildfire conditions under control.</p>				



## Lesson 2 Handout: Key Terms Worksheet

Scenario	Climate Impact	Mitigation	Adaptation	Mitigation and Adaptation
In Kolkata, India, the New Town Kolkata Development Authority (NKDA) mandated that new, high-rise buildings incorporate green rooftops and rain water harvesting infrastructure.				
National climate activism leads to closures in oil production on the Jicarilla Apache reservation in Northwest NM.				



## Lesson 2 Handout: Key Terms Worksheet Answer Sheet

Scenario	Climate Impact	Mitigation	Adaptation	Mitigation and Adaptation
In 2019, Cyclone Idai ripped into Africa from the Indian Ocean, leaving more than 1,000 people dead in Mozambique, Malawi and Zimbabwe and causing a humanitarian crisis.	<b>X</b>			
Santa Clara Pueblo in New Mexico is restoring a riparian zone next to the Santa Clara Creek that was impacted by wildfire. They are combining scientific and native knowledge and using natural materials: rocks to slow water, bend waterways and create ponds and floodwater diversions; tree roots and debris to create habitats, enrich the soil and shade seedlings.				<b>X</b>
Santa Fe, NM, builds more biking and walking paths. A new website includes an interactive map that will allow cyclists and walkers to plan their trips.		<b>X</b>		
In North Africa, Tunisia has endured a heatwave and fires that have damaged the country's grain crop. On July 13 in the capital city of Tunis, the temperature reached 48 degrees Celsius (118 degrees Fahrenheit), breaking a 40-year record.	<b>X</b>			
Six nations in Africa get over 90% of their power from hydro - Democratic Republic of the Congo, Namibia, Zambia, Ethiopia, Togo, and Sudan. More important is the fact that less than 10% of Africa's hydropower potential has been tapped. Sub-Saharan Africa, where most of the major rivers in Africa are, already has plans to more than double its hydro production by 2030.		<b>X</b>		



## Lesson 2 Handout: Key Terms Worksheet Answer Sheet

Scenario	Climate Impact	Mitigation	Adaptation	Mitigation and Adaptation
In Nairobi, Kenya, urban gardening has become a common activity within informal settlements such as Dagoretti and Mukuru Kwa Reuben to ensure food security for local residents.				<b>X</b>
Newark, NJ uses federal infrastructure funding to upgrade sewers, culverts, and overland flow routes in anticipation of more frequent and extreme rainfall events.			<b>X</b>	
Solar cold storage are a solution to Africa's post-harvest loss as almost 50% of total agricultural produce is lost or damaged in transit and at retail outlets before reaching the final consumers.				<b>X</b>
The Mount Kenya Trust played a key part in coordinating firefighting efforts with Rhino Ark, the Kenya Forest Service and the Kenya wildlife service deploying up to 35 trained personnel each day and a further 150 - 200 community members.		<b>X</b>		
The Boise National Forest in Idaho begins conducting prescribed burns to keep extreme wildfire conditions under control.			<b>X</b>	
In Kolkata, India, the New Town Kolkata Development Authority (NKDA) mandated that new, high-rise buildings incorporate green rooftops and rain water harvesting infrastructure.				<b>X</b>
National climate activism leads to closures in oil production on the Jicarilla Apache reservation in Northwest NM.		<b>X</b>		



## Lesson 3: Reputable Research

### Learning Outcomes

- ◆ Learners will:
  - ◇ Learn research skills and apply media literacy concepts to evaluate climate change messaging in the media
  - ◇ Learn how to analyse content and resources that support reputable research.
  - ◇ Be introduced to the data that scientists use to predict climate change impacts
  - ◇ Learn how to become a young researcher (Leadership Skills)



### Note to Educators

- ◆ In today's media landscape we need to be more discerning than ever in regard to how and where we get our information. As learners begin research for their CIC projects, it is important to talk about identifying reputable sources. Climate change messaging can often be mixed with misinformation, and false claims. Media literacy helps learners interact with the digital world by learning how to access, analyse, and discern reputable sources that adhere to accountability, citizenship, and transparency and scientific tools that provide evidence-based reporting that is fact-checked and verifiable.

### Classroom Discussion and Activities



#### ◆ Reputable Research (20 minutes)

- ◇ Read [NRDC's How to Spot—and Help Stop—Climate Misinformation \(on.nrdc.org/3xO88wZ\)](https://on.nrdc.org/3xO88wZ).

Here are some steps to ensure learners access reputable data, tools, and resources.

- ◆ Discuss the importance of using reputable research sources such as government entities (e.g. Ministry of Education, Ministry of Environment, Climate Change and Forestry, Financing Locally-Led Climate Action (FLLOCA) Program, Kenya Wildlife Service, Environmental Protection Agency (EPA), United Nations, research think tanks (e.g. the Aspen Institute, Food & Water Watch), and academic libraries and databases.
- ◆ Discuss the ramifications of citing unreliable sources. Unreliable research sources could include anything that is out of date (10 years or more), sources or information collected from social media platforms (Facebook, Twitter, blogs), or sources from news sites that may be politically motivated. While there is no metric to gauge trustworthiness among news sites, a good source generally has an established reputation for unbiased news.
  - ◇ [Click here \(bit.ly/CAVU-Fact\)](https://bit.ly/CAVU-Fact) to view a graphic that gives a current perspective of trustworthiness among major news outlets.



- ◆ The teacher needs to explain to the learners the need to always cite their work for credibility. The teacher can review a preferred citation process Modern Language Association (MLA) or American Psychological Association (APA). Either form of citation is acceptable for the Climate Innovation Challenge. Choose the one that works best for your classroom. Knowledge may also be shared through mediums other than oral and written language. Here are [APA Guidelines for Traditional Knowledge or Oral Traditions of Indigenous Peoples \(bit.ly/CAVU-Citations\)](https://bit.ly/CAVU-Citations).
- ◆ It is wise to assemble your bibliography as you go so you don't forget to track your sources. Consider using [www.easybib.com](http://www.easybib.com) to aid in the production of your works cited section.
- ◆ Sources can be cited during the project as footnotes or at the end of the project, in a credits page.
- ◆ For learners who are interviewing Elders in their community to gather stories and Traditional Indigenous Knowledge, they can cite those interviews using the 'interview' citation approach in either citation process.

### Identifying Reputable Resources Activity (20 minutes)

- ◆ Use the Reputable Resources Handout attached below as an exercise in teaching learners to review website content for reputable sources. Often you can find indicators that a source is unreliable based on the homepage of a website or online article.
- ◆ An answer key to Identifying Reputable Resources is provided.

### Scientific Tools and Resources (20 minutes)

- ◆ Have learners explore relevant research tools related to their entry point. Check out the following interactive tools and resources online to get started. This will expose learners to reputable research tools researchers use to analyse climate change problems. This will also help learners establish credibility in their work to better influence their target audience with reputable facts, statistics, or common sense.
- ◆ Find a snapshot of tools from around the world below.
  - ◆ [Sea Level Rise - NOAA Sea Level Rise Viewer \(bit.ly/CAVU-NOAA\)](https://bit.ly/CAVU-NOAA)
  - ◆ [Using Wikipedia to accelerate climate knowledge \(bit.ly/CAVU-Wiki\)](https://bit.ly/CAVU-Wiki)
  - ◆ [African Flood and Drought Monitor \(bit.ly/CAVU-Monitor\)](https://bit.ly/CAVU-Monitor)
  - ◆ [Wildfire - USDA Forest Service - Wildfire Risk to Communities \(bit.ly/CAVU-Wildfire\)](https://bit.ly/CAVU-Wildfire)
  - ◆ [Greenhouse Gas Emissions - EPA - Greenhouse Gas Emissions Data \(bit.ly/CAVU-EPA\)](https://bit.ly/CAVU-EPA)
  - ◆ [Climate Change in Kenya: \(bit.ly/CAVU-Kenya\)](https://bit.ly/CAVU-Kenya)
  - ◆ [Africa gets new Tool to Monitor Climate Change \(reut.rs/4b1rehw\)](https://reut.rs/4b1rehw)

## Lesson 3 Handouts



- ◆ Identifying Reputable Resources
- ◆ Identifying Reputable Resources - Answer Sheet
- ◆ [CIC Project Research Guide](#)
  - ◆ Consider having your learners use this guide to help track and organise their research. They can also use exercise books.
- ◆ [Venn Activity - Finding Common Ground between Indigenous Knowledge Systems and Western Science](#)



## Lesson 3 Handout: Identifying Reputable Resources

Have students review the following media sources. Using what they've learned on media literacy, have a discussion on which source is reputable or unreliable and why. Read the citation so that students are familiar with how a proper citation is formatted. Click on the link to view the article or website online if you have access to the internet.

Provide these questions to help guide students:

- ◆ Where does this source come from? Who is doing the talking?
- ◆ Is it a trusted news source or public opinion? How can you tell?
- ◆ What are some ways you can verify the website, article, or data?

Go one by one and ask students if these can be used as reputable resources. They should answer "true" if they are reputable and "false" if they are not.

**T F** "[Scientific Consensus: Earth's Climate Is Warming.](#)" NASA, 31 July 2023.

**T F** "[Energy Transition.](#)" Chevron.Com, 7 July 2023.

**T F** Sutter, John D. "[Stop Blaming Yourself for the Climate Crisis.](#)" CNN, 13 Aug. 2021.

**T F** Mokku, Jarso. "[Climate Change Destroys the Livelihoods of Kenyan Pastoralists | Africa Renewal.](#)" United Nations, United Nations, 4 Jan. 2023.

**T F** "[Climate Change - an Open Discussion.](#)" Facebook.

**T F** "[Supporting Local Voices, Choices, and Action Is Foundational to Conservation Success.](#)" The Nature Conservancy. 10 Jan. 2023.

**T F** [Climate Change: The Public Health Response](#) | AJPH | Vol. 98 Issue 3, Mar. 2008.

**T F** "[Amazon Summit Nations Will Face Differences on Drilling, Deforestation.](#)" NBCNews.Com, 21 Sept. 2022.

**T F** "[Dive into Anything.](#)" Reddit, May 2023.

**T F** Robin Wall Kimmerer shares the "[Lessons of the Honorable Harvest, Bioneers series.](#)" Seeding the Harvest: June 11, 2013.



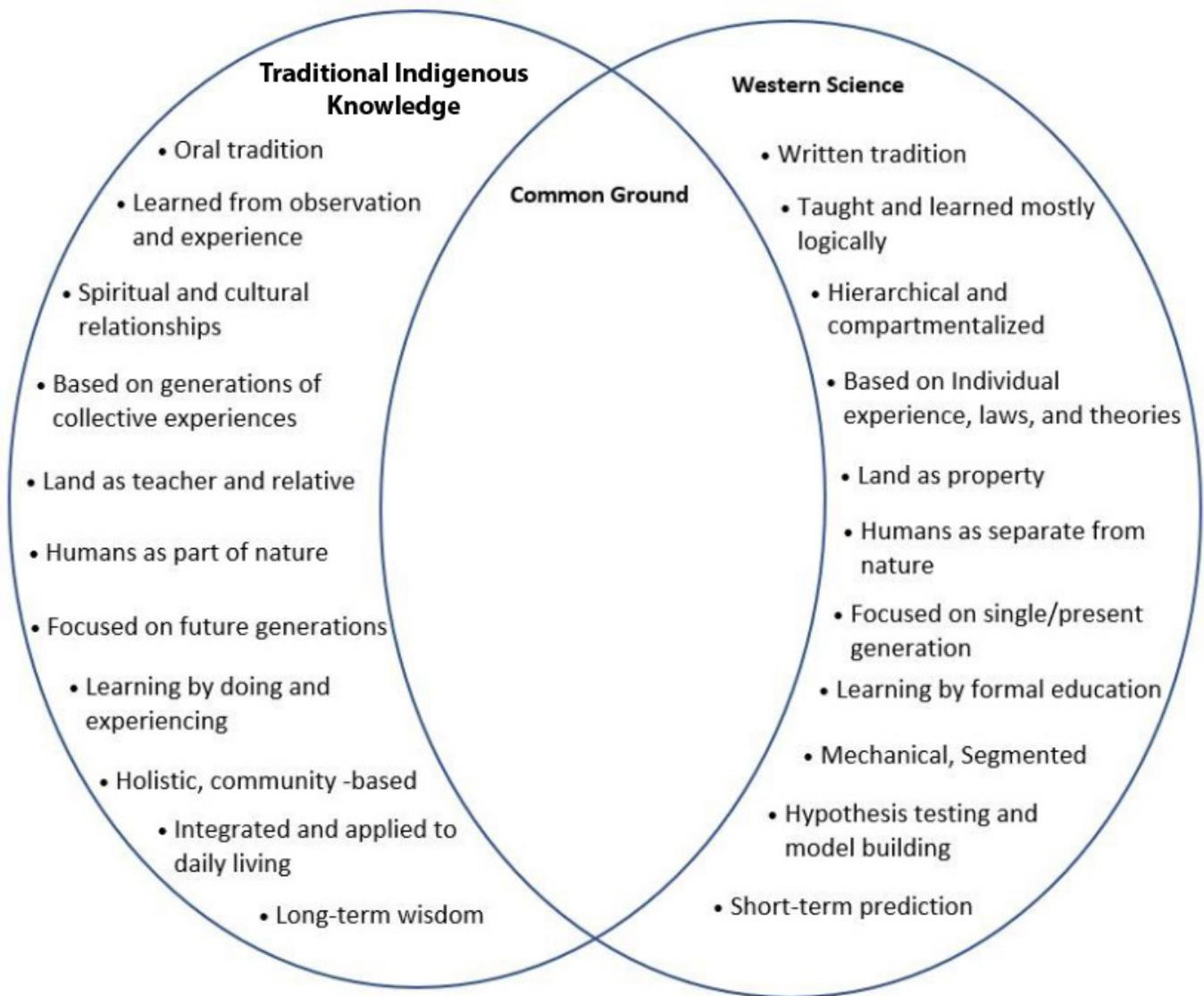
## Lesson 3 Handout: Identifying Reputable Resources Answer Sheet

- T** **F** “[Scientific Consensus: Earth’s Climate Is Warming.](#)” NASA, 31 July 2023.  
NASA is a government agency and should be seen as a reputable source as they do not have a commercial interest. Websites with “.gov” domain suffixes should generally be seen as reputable so long as the material is current.
- “[Energy Transition.](#)” Chevron.Com, 7 July 2023.  
The first indicator that it is not a reputable source is that this website’s domain suffix is “.com”. “.com” websites are considered commercial and they exist to promote a product. Also, Chevron is a well-known oil company that may want to reference sustainability as a way to “greenwash” their company to make it seem as if they are helping to address the problem, when in fact their very existence is a cause of climate change. Greenwashing is when a company makes an environmental claim to make it seem like they are having a positive effect on the environment when in actuality this may not be true.
- F** Sutter, John D. “[Stop Blaming Yourself for the Climate Crisis.](#)” CNN, 13 Aug. 2021.  
While some articles may seem reputable on the surface, they cannot be seen as reputable for research if published as an opinion piece.
- T** Mokku, Jarso. “[Climate Change Destroys the Livelihoods of Kenyan Pastoralists | Africa Renewal.](#)” United Nations, United Nations, 4 Jan. 2023.  
This article is from a not-for-profit organization, hence the “.org” domain suffix. This generally means that the content within is more credible as it is intended to inform using data and factual information.
- F** “[Climate Change - an Open Discussion.](#)” Facebook.  
Research should never be done using social media sources. Since this is from Facebook, it should be seen as unreliable as Facebook is simply an open forum for individuals to share information as they please. Even when sources from Facebook align with the focus of your research, it should not be used as a credible source.
- “[Supporting Local Voices, Choices, and Action Is Foundational to Conservation Success.](#)” The Nature Conservancy. 10 Jan. 2023  
**T** **F** The Nature Conservancy is a global, environmental non-profit organization. It is funded primarily by dues from members and donations. Governmental grants also fund it. Non-profit organizations can generally be seen as reputable as they are built around a core mission and will seek public funding to support this mission. Be discerning as some non-profits slant their perspectives to meet their goals. In this case, it is perhaps worth digging deeper to identify the organization’s mission statement, objectives, and funding sources.
- F** [Climate Change: The Public Health Response](#) | AJPH | Vol. 98 Issue 3, Mar. 2008.  
While this source should be seen as reputable as it is a publicly funded source and has a domain suffix of “.org”, it was published over 15 years ago in 2008. Anything over 10 years old should be considered unreliable in any context.
- “[Amazon Summit Nations Will Face Differences on Drilling, Deforestation.](#)” NBCNews.Com, 21 Sept. 2022.  
**F** While the content of an article may seem reputable and the source recognizable, obtaining research from big news organizations like NBC News is generally frowned upon as these organizations are for-profit institutions.
- “[Dive into Anything.](#)” Reddit, May 2023.  
**F** Reddit is a social media platform where content is socially curated and voted upon by its users. This is a forum for opinions that may be grounded in truth but can just as easily be unfounded.
- Robin Wall Kimmerer shares the “[Lessons of the Honorable Harvest, Bioneers series.](#)”  
**T** **F** Seeding the Harvest: June 11, 2013.  
Traditional knowledge is passed down through generations, and so practices such as “Seeding the Harvest” are valid approaches because they have a long standing history within their respective communities.

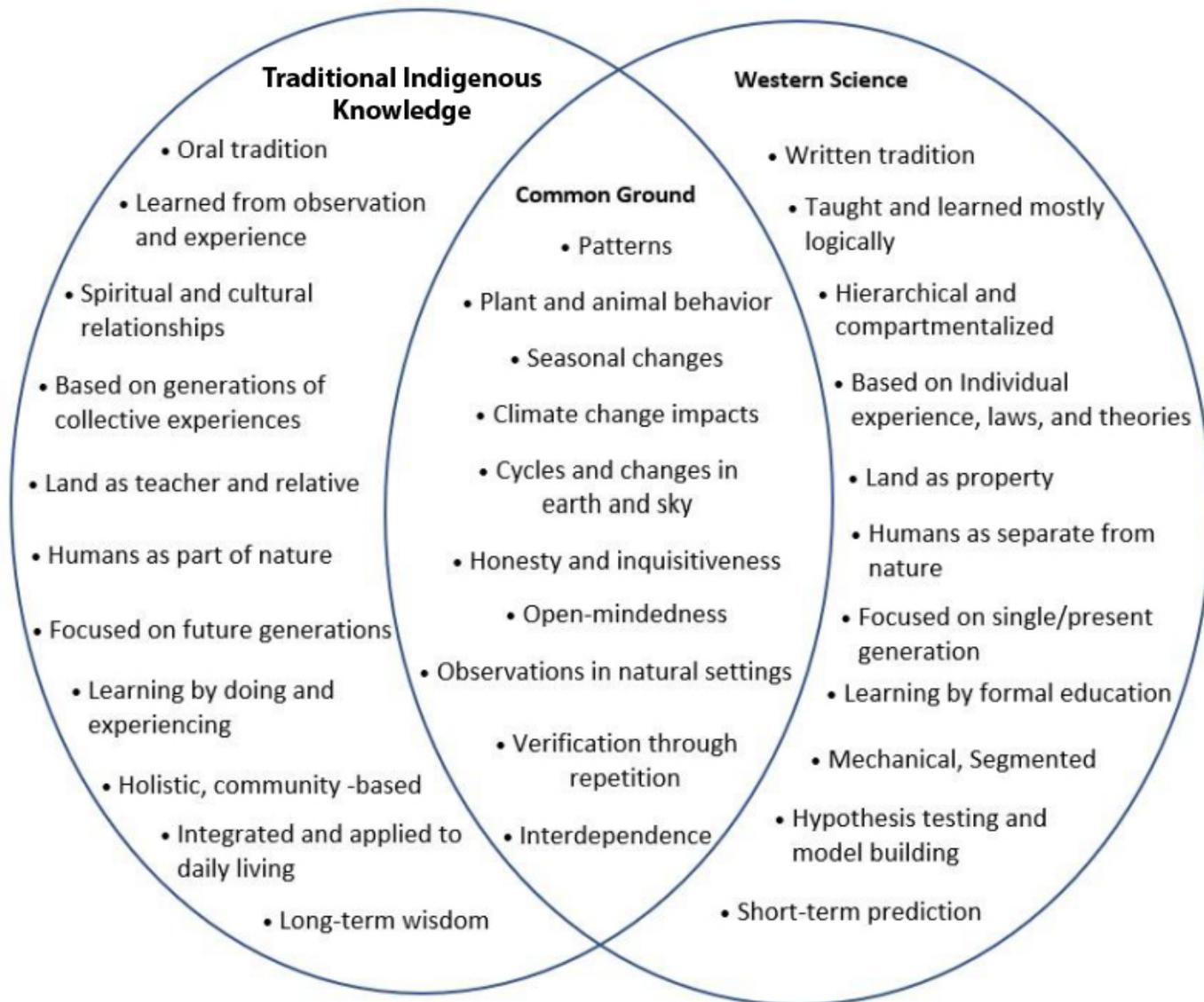


## Lesson 3: Finding Common Ground between Indigenous Knowledge Systems and Western Science

Traditional Indigenous Knowledge includes both cultural and spiritual interactions, practices and relationships with the land. Indigenous knowledge is passed on from one generation to the other mostly orally and through observations. To establish healthy boundaries and find common ground, it is important for learners to comprehend the similarities and differences between Indigenous and Western ways of knowing. The Venn diagram below outlines the qualities of Traditional Indigenous Knowledge and Western Science. Through this activity, learners can review the characteristics of each knowledge system, discuss their differences and similarities, and then brainstorm as a class where common ground exists and how understanding multiple ways of knowing can benefit climate change planning.



Citation for Venn Diagram: Stephens, Sidney. [Handbook for Culturally Responsive Science Curriculum \(bit.ly/CAVU-Venn\)](http://Handbook for Culturally Responsive Science Curriculum (bit.ly/CAVU-Venn)). Alaska Science Consortium and the Alaska Rural Systemic Initiative, 2000.



Citation for Venn Diagram: Stephens, Sidney. [Handbook for Culturally Responsive Science Curriculum \(bit.ly/CAVU-Venn\)](http://Handbook for Culturally Responsive Science Curriculum (bit.ly/CAVU-Venn)). Alaska Science Consortium and the Alaska Rural Systemic Initiative, 2000.



## Lesson 3: Project Research Guide

**STEP 1:** Ask the learners to restate their **entry point**. Their entry point is how they will use your passions and skills to connect to climate change.

My entry point is...

**STEP 2: Research questions.** The educator guides the learners as they research and learn more about their chosen topic. What must learners learn about your **problem, solution, and location**? The educator guides the learners in writing three research questions.

One or more research questions learners could ask to learn more about the **problem**:

One or more research questions learners could ask to learn more about my climate change **solution**:

One or more research questions learners could ask to learn more about a place that is feeling the effects of climate change:

**STEP 3: Research using credible sources.** The learners must cite at least 3 credible sources in their CIC video in order to persuade their audience using logos. Have the learners to state and prioritise the main points of research needed to develop a solution to the problem.

<b>Problem:</b>
<i>Credible Sources:</i>
<i>What did learners learn (Bullet points paraphrasing information in your own words.)</i>

<b>Solution:</b>
<i>Credible Sources:</i>
<i>What did learners learn (Bullet points paraphrasing information in your own words.)</i>

<b>Place:</b>
<i>Credible Sources:</i>
<i>What did learners learn (Bullet points paraphrasing information in your own words.)</i>



# Lesson 4: Brainstorming Climate Change Solutions

## Learning Outcomes

- ◆ Learners will:
  - ◇ Brainstorm adaptation and mitigation solutions for their CIC project.
  - ◇ Listen to various perspectives on climate change to help formulate meaningful and equitable solutions.
  - ◇ Cultivate a holistic view of climate change and its far-reaching impact on different aspects of their daily lives.

## Essential Questions



- ◆ Why did you choose this particular climate change problem? How does it connect to you, your family, or your community?
- ◆ How does listening to the stories and voices of our youth and Elders inspire you? Can you tell an engaging story about the climate solution ideas you are exploring?
- ◆ Does your solution take into consideration climate justice for those who suffer from disproportionate climate change impacts?
- ◆ What are some possible resources that you may want to tap into for your project?

## Note to Educators



- ◆ After focusing on brainstorming, this lesson includes an introduction to climate justice as one tool for evaluating a project. This introduction aims to foster a deeper understanding of the importance of climate justice in addressing the disproportionate impacts of climate change on vulnerable communities.

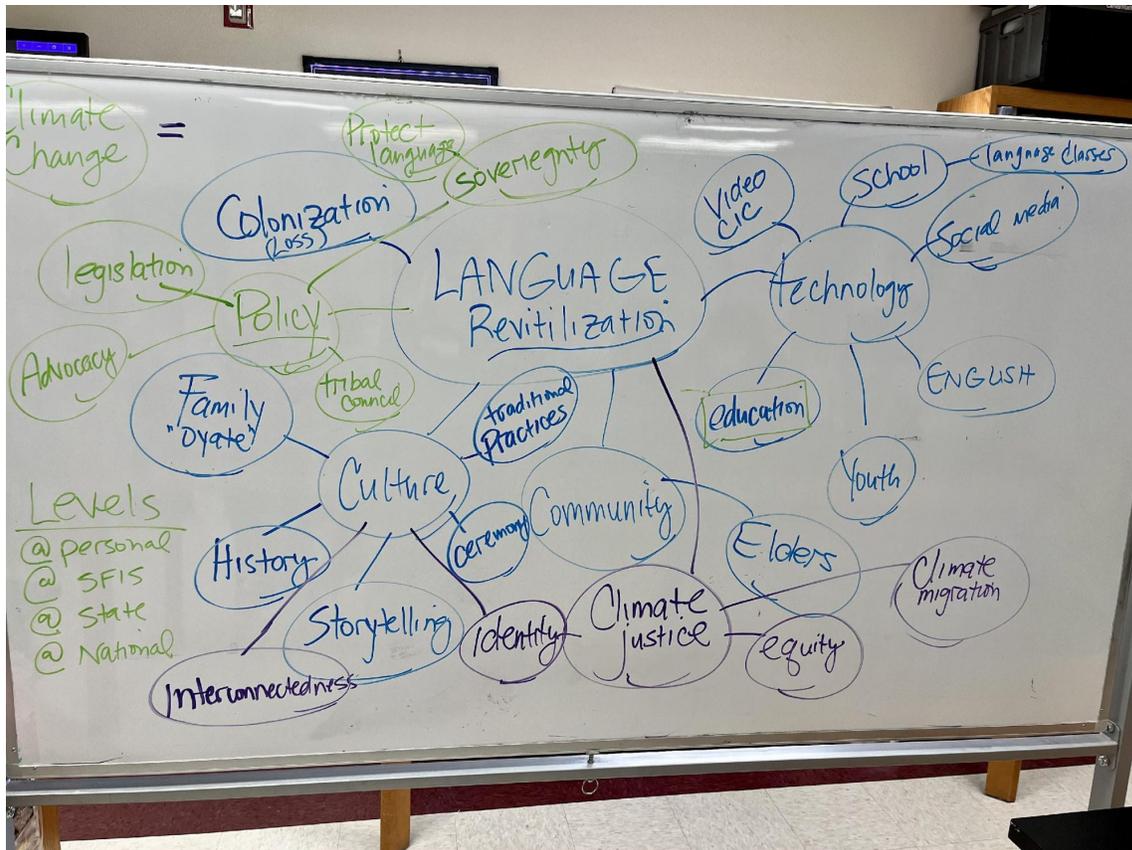
## Classroom Discussion and Activities



- ◆ **Brainstorming Your Solutions** (20 minutes)
  - ◇ One approach is to encourage the learners to think locally, look around their immediate environment and community. Encourage your learners to think of the smallest intervention possible that if adopted on a wider scale would be effective. For example:
    - ◆ If school leadership provided incentives to learners to walk, bike, or take public transportation to and from school, they might do so more often.
    - ◆ If neighbours saved seeds from their backyard gardens, you could create a community seed bank of locally adapted seeds to support future, resilient gardens.
    - ◆ The First Lady is introducing fruit gardens in schools to promote climate resilience as well as provide healthy fruits to the learners.
    - ◆ There is a low cost high impact local intervention for the ban of single use plastic in Kenya, by the former Cabinet Secretary for Environment Professor Judy Wakhungu.

## ◆ Mind Map Activity

- ◆ A mind map is a great way for learners to brainstorm climate change solutions and impacts for their entry point. As a systems thinking tool, students can quickly organize their thoughts and ideas around climate change while making connections between cause and effect, potential solutions, stakeholders, and community impacts.
  - ◆ This activity can be done as an entire class or individually.
  - ◆ Use a piece of paper.
  - ◆ Learners should start by drawing or typing their climate change problem or solution in the middle of the paper.
  - ◆ Next, learners can continue to add key ideas, techniques, structures, dream concepts, solutions, causes, and components of the system as branches that seem to be related to their main idea or topic.
  - ◆ As ideas come to mind, learners can add more branches and concepts that spread throughout the page.
  - ◆ Adding colour and images can help inspire creativity and critical thinking.
  - ◆ Free online mind map options - [Canva \(bit.ly/CAVU-Canva\)](https://bit.ly/CAVU-Canva), [Coggle \(bit.ly/CAVU-Coggle\)](https://bit.ly/CAVU-Coggle), [Mindmup \(bit.ly/CAVU-Mind\)](https://bit.ly/CAVU-Mind), [bubbl.us](https://bubbl.us)
- ◆ Follow up question for learners:
  - ◆ How do you take this web of ideas and formulate a specific solution to address climate change in your community?
  - ◆ Encourage the learners to share their proposed solutions either individually or in groups.



Mind map example from Santa Fe Indian School 9th graders around language revitalization as an entry point for climate change.

◆ **Climate Change Justice and an Interconnected Worldview** (20 minutes)

- ◆ Watch [Definition of Climate Justice - \(3:21\)](https://bit.ly/CAVU-Justice) ([bit.ly/CAVU-Justice](https://bit.ly/CAVU-Justice))

An essential component of climate justice is the understanding of the interconnectedness of environmental issues with numerous aspects of our lives. Beyond the environment, climate change impacts health, mental wellness, culture, identity, and community.

- ◆ [Climate change is impacting coffee growers \(4:13\)](https://cbsn.ws/3JrxIKQ) ([cbsn.ws/3JrxIKQ](https://cbsn.ws/3JrxIKQ)) tells the story of the economic impacts climate change has on communities.
- ◆ Indigenous perspectives take climate justice and extend them beyond the human realm, focusing on the interconnectedness of all beings.

◆ **Listen to our Youth and Elders**

- ◆ [Watch Indigenous activists on tackling the climate crisis \(5:00\)](https://bit.ly/CAVU-Indigenous-Activists) ([bit.ly/CAVU-Indigenous-Activists](https://bit.ly/CAVU-Indigenous-Activists))
- ◆ Watch [“Powerful Speech From A Young Ugandan Climate Activist”](https://bit.ly/CAVU-Speech) ([bit.ly/CAVU-Speech](https://bit.ly/CAVU-Speech)) Hilda Flavia Nakabuye of Fridays for Future Uganda (3:59)
- ◆ Watch [Ewi Lamma’s story as a youth climate activist from Cameroon “African Voices for Africa’s Forests- Gender, Indigenous Rights, and Restoration”](https://bit.ly/CAVU-African-Voices) (9:02) ([bit.ly/CAVU-African-Voices](https://bit.ly/CAVU-African-Voices))
- ◆ Watch [A Climate Ambassador from Uganda Vannesa Nakate](https://uni.cf/3U4MOWL) ([uni.cf/3U4MOWL](https://uni.cf/3U4MOWL), [bit.ly/CAVU-UN](https://bit.ly/CAVU-UN))



◆ Discussion questions:

- ◆ How did the work of young climate activists resonate with your own interests in climate justice and action?
- ◆ As a young person, do you feel like you can make a difference in climate change?
- ◆ Can you identify the name of the young Ugandan Climate Activist?

◆ **Project Assessment** (20 minutes)

- ◆ Using their mind map, work with the learners to identify one solution that resonates with them. Then, recommend the following checklist to the learners to help them assess the feasibility and effectiveness of their proposed solution.

- ◆ Learners can discuss as pairs or in groups.

- ◆ Would it be expensive? Think about the cost vs. the benefit.
- ◆ Is it even possible? What tools, skills, and resources would you need?
- ◆ Does it address the root of the problem?
- ◆ How long would it take to complete? Is it a short-term or long-term solution?
- ◆ Does the idea conflict with or support community values and traditional practices?
- ◆ Does your solution address climate justice concerns?

◆ **Freewrite Exercise:**

- ◆ Triangulating Your Action Point
  - ◆ What is your inspiration?
    - ◆ Who do you want to inspire with my stories?
    - ◆ What changes do I want to inspire with my work?
  - ◆ What is your desired impact?
    - ◆ Who do I want to impact first?
    - ◆ Where do my (hi)stories meet with my passions and talents?
  - ◆ What are your available resources?
    - ◆ What resources do I have available to me right now?
    - ◆ How do my available resources differ from others?
  - ◆ How can I take action to address climate change based on where my inspiration, desired impact, and available resources intersect?

Have learners share what they experienced during this exercise with the class if time allows. It may be encouraging to allow learners to provide feedback and support to one another before they move from this point to the production process.



# Lesson 5: Climate Messaging & Project Design

## Learning Outcomes

- ◆ Learners will:
  - ◆ Demonstrate how to effectively communicate their CIC project to engage their audience and enhance their message using storytelling techniques.
  - ◆ Develop an appreciation for diverse viewpoints on climate change to inspire effective and culturally responsive climate action and messaging.
  - ◆ Create a Climate Action Plan that summarises a holistic climate change solution.
  - ◆ Execute an evidence based CIC project as young researchers.
  - ◆ We are trying to build new African young voices to fight the climate crisis.

## Note to Educator



- ◆ This lesson aims to equip learners in crafting effective messaging for their climate change solutions while also guiding them in organising their video project through the creation of a climate action plan.
- ◆ Examine Aristotle's artistic proofs as a means of helping learners develop their arguments.
- ◆ Pay attention to how learners use ethos, pathos, and logos in their CIC project videos.
- ◆ Explain to the learners the meaning of the 3 terminologies.  
[Watch Ethos, Pathos, Logos \(3:15 minutes\) \(bit.ly/CAVU-Ethos\)](#) - Tamu Writing Center

## Classroom Discussion and Activities



- ◆ **Communicating Your Message or CIC Solution** (20 mins)
  - ◆ Have a class discussion about what makes video an effective means of communication and what the potential pitfalls are.
    - ◆ Watch CAVU's video "[Storytelling](#)" ([bit.ly/CAVU-Storytellers](#)) (2:13)
    - ◆ Show and discuss "[A #NatureNow Message from Greta Thunberg](#)" ([bit.ly/CAVU-Greta](#)) (3:39), a production of WWF International.
  - ◆ Ask learners the following questions about the videos:
    - ◆ What information is Greta and her team trying to communicate?
    - ◆ What feeling(s) is/are Greta and her team trying to communicate?
    - ◆ What choices, as far as type of shot, cuts, supplementary footage, music, or sound effects, can you identify? Which are most effective?
    - ◆ Who is the target audience the video is trying to reach?



- ◆ Show the CIC’s 2023 “Best in Show” project [“Seagrass Patching Holes in Climate Change” \(bit.ly/CAVU-Seagrass\)](https://bit.ly/CAVU-Seagrass) (3:58), by juniors and seniors at Cutler Bay Senior High School in Cutler Bay, Florida.
- ◆ These particular CIC projects showcase the use of ethos, pathos and logos. How do these learners use ethos, pathos, and logos, and other storytelling techniques to engage their audience?
- ◆ **Climate Action Plan** (25 mins)
  - ◆ Encourage learners to think about their intended outcome. Does the proposed solution line up with learners’ beliefs and passions? Have them justify why or why not. Instruct learners to complete a Climate Action Plan where they will be asked to describe the following:
    - ◆ Title of the project
    - ◆ Target audience
    - ◆ Location
    - ◆ Description of the problem
    - ◆ Proposed climate solution
    - ◆ Forecasted result - what do you want to see happen
    - ◆ Limitations and constraints (cost, cultural considerations, lack of infrastructure, impossibility of overcoming certain kinds of kinds if impacts)
    - ◆ Resources needed to be successful
    - ◆ An ideal timeline and milestones they will need to reach
    - ◆ At least three sources that are age-appropriate, this could include news reports, the FEMA and CASC maps, books, primary sources (interviews with teachers, parents, local knowledge holders). This can be done using the template at the end of this lesson.
    - ◆ Look at and reflect on the language you use to discuss your solution and identify the ways in which language is connected to your cultural understanding of climate change?

## Lesson 5 Handouts



- ◆ Climate Action Plan



## Lesson 5 Handout: Climate Action Plan

Now that your learners have decided what option they will pursue for their CIC project, let them use a template such as this to help plan their project. Learners can use extra scratch paper if needed.

- ◆ What is the climate change solution title that the learners have chosen for their CIC project?

- ◆ What is the location that learners have chosen to focus your project on?

- ◆ What climate impact will you be addressing at the chosen location?

- ◆ What do you hope to accomplish after your project?

- ◆ What limitations and constraints might the learners encounter when executing the project (cost, cultural considerations, lack of infrastructure, impossibility of overcoming certain kinds of impacts.)

- ◆ What approach will learners take to communicate the message in a meaningful way?



## *Lesson 5 Handout: Identifying Reputable Resources*

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- ◆ Keeping your target audience in mind, how will learners portray the problem and solution they are addressing?

- ◆ What support do learners need to be successful with the project? How will you ensure that learners have that support?

- ◆ Provide a brief summary of the project. Identify the reasoning behind your decision.

- ◆ Cite any sources that the learners used in the planning for the project.

- ◆ Guide the learners to create a timeline and determine what milestones they need to establish to succeed. A method to approach this is “Backcasting,” where you put learners desired outcome at a certain date, pretend as though the learners have reached this goal, and then ask, “How did I get here?” In doing so, learners create a timeline of milestones that lead from your future outcome back to the present.



## Lesson 6: Pre-Production & Production

### Learning Outcomes

- ◆ Learners will:
  - ◇ Learners will begin pre-production on their CIC project by developing a script, outline, or storyboard.
  - ◇ Learners will learn storytelling and video editing skills that they can apply elsewhere
  - ◇ Learners will learn how to create a CIC project using video editing tools.
  - ◇ Learners will learn how to produce a CIC project that aligns with the Judging Rubric that meets the Competition Criteria.

### Essential Questions



- ◆ How do we move from an idea to a finished product?
- ◆ What tools do you have at your disposal to help tell your story effectively?
- ◆ Reflect on when you began this process? What are some of the most significant things you've learned thus far?

### Note to Educators



- ◆ For learners without access to phones and computers, the educator is heavily involved in enabling the learners through the video production part of the project.
- ◆ We recommended dedicating multiple class periods (4-5+) as well as the extra-curriculum/project-based learning time allocated in the new CBC curriculum, to this lesson to allow for extensive in-class, production work. Many learners will also spend time working on projects at home or away from school. We encourage you to build some flexibility into the pre-production and production process. Some learners find storyboards fun and essential, and for some, it's difficult, tedious, and unhelpful in producing a final product. Producing some kind of outline or script is essential for both assessment and quality communication, but the actual process itself may be something you leave up to your learners.
- ◆ At CAVU, we recommend the use of Canva to produce a final product. Educators have testified that this is the best, easiest and most affordable way for learners to create dynamic, engaging CIC projects. The software is both user friendly, allows student collaboration and diverse enough in its offerings to meet the needs of most learners. To register as a verified educator so that you and your learners can use Canva for FREE, [click here \(bit.ly/CAVU-Canva-2\)](https://bit.ly/CAVU-Canva-2). [Click here \(bit.ly/CAVU-Canva-3\)](https://bit.ly/CAVU-Canva-3) for a video tutorial on how to incorporate Canva for educators in your classroom.

- ◆ We have noticed that learners struggle with completing projects, even if given the proper amount of lead time for developing the project. The causes are numerous, from lack of confidence, to challenges they face as the deadline looms. Please encourage your learners to enter, even if they think they aren't going to 'win.' Their contributions are important.
- ◆ Be sure to check out the video production tips at the end of this lesson for tips and tricks on how to create a great CIC project.
- ◆ Please encourage your learners to enter the CIC challenge. Even if they don't win, their contribution is important. Our bigger picture is bringing new African young voices to the global climate crisis.

## Classroom Discussion and Activities



### ◆ Review High-Scoring Projects from Previous Years (20 minutes)

- ◆ Here are examples of past submissions that have done well in the competition in various ways. Review relevant videos for your classroom and discuss how and why you think they may have scored well in the competition. Use the CIC Judging Rubric to guide your discussion.

- ◆ [Watch Top entries from Kenya \(bit.ly/kenya-playlist\)](https://bit.ly/kenya-playlist)



#### ◆ Elementary School

- ◆ ["Composting" \(3:48\) \(bit.ly/CAVU-Composting\)](https://bit.ly/CAVU-Composting) by Stephen, Amari, Anthony, Axel, & Bryce, 5th-grade learners at Roland Rodgers Elementary School in Galloway, NJ
- ◆ ["Fashion Crisis" \(3:35\) \(bit.ly/CAVU-Fashion\)](https://bit.ly/CAVU-Fashion) by West, 5th-grade student at Carlos Gilbert Elementary in Santa Fe, NM
- ◆ ["Time Crunch for Lunch" \(4:00\) \(bit.ly/CAVU-Crunch\)](https://bit.ly/CAVU-Crunch) by 3rd-grade learners at Amy Biehl Community School in Santa Fe, NM

#### ◆ Middle School

- ◆ ["Creating Backyard Habitats" \(4:00\) \(bit.ly/CAVU-Backyard\)](https://bit.ly/CAVU-Backyard) by Adrian and Athena, 8th- and 6th-grade learners at Albuquerque Academy in Albuquerque, NM
- ◆ ["Rooftop Gardens" \(2:43\) \(bit.ly/CAVU-Rooftop\)](https://bit.ly/CAVU-Rooftop) by Vivian and Avery, 6th-grade learners at the Sage International School of Boise in Boise, ID
- ◆ ["The Sound of a Better Planet" \(3:01\) \(bit.ly/CAVU-Sound\)](https://bit.ly/CAVU-Sound) by Madison, 8th-grade student at Dock Street School for STEAM studies in New York City, NY

#### ◆ High School

- ◆ ["Your Lawn Sucks" \(3:38\) \(bit.ly/CAVU-Lawn\)](https://bit.ly/CAVU-Lawn) by Willa, 10th-grade student at New Mexico School for the Arts in Santa Fe, NM
- ◆ ["Lake Bogoria" \(bit.ly/CAVU-Lake\)](https://bit.ly/CAVU-Lake) by 9th, 11th- and 12th-grade learners at Lake Bogoria Girls High School in Lorwok, Kenya
- ◆ ["Sustainable Seafood" \(3:47\) \(bit.ly/CAVU-Seafood\)](https://bit.ly/CAVU-Seafood) by Eileen and Carmen, 10th-grade learners at the Academy for Technology and the Classics in Santa Fe, NM

- ❖ Reiterate the end goal, which is to design a creative solution to a problem caused by climate change, and then communicate this idea in a short video (under 4 minutes).
- ❖ Good projects include the following:
  - ❖ Creative and engaging storytelling with a beginning, middle, and end that effectively communicates the problem and the ensuing solution.
  - ❖ Reputable and relevant data sources with proper citations.
  - ❖ Practical and replicable strategies with the potential to be implemented in your community.
  - ❖ Good sound quality. The audience must be able to hear you and those you are interviewing. If learners have sound issues, please suggest adding captions to the video.
  - ❖ Engaging visuals that are both relevant and thought-provoking.
  - ❖ An inspiring message that motivates others into action. Good storytelling communicates people's experiences as they confront a problem or challenge, and eventually find a solution to that problem or challenge.

#### ❖ **Pre-Production - Scripts and Storyboards** (10 minutes)

- ❖ Introduce commonly used pre-production tools to help learners be organised. While it may be tempting to jump straight into production, ask learners to take their time to develop the story that they want to tell.
- ❖ To write a script for their project, it is suggested that learners use their Climate Action Plan from Lesson 5 as a guiding document. This will encapsulate what the learners want to communicate and in what order. Learners should start listing the arguments and/or messaging they might take and how they could communicate these things visually.
- ❖ Pre-Production Tools:
  - ❖ [Formatting a Screenplay \(bit.ly/CAVU-Formatting\)](https://bit.ly/CAVU-Formatting)
  - ❖ [Documentary Script Template \(bit.ly/CAVU-Script\)](https://bit.ly/CAVU-Script)
  - ❖ [Creating a Storyboard - Template \(bit.ly/CAVU-Storyboard\)](https://bit.ly/CAVU-Storyboard)
- ❖ Using the learners' Climate Action Plan from Lesson 5, have them organise their video production projects using a storyboard. Using the storyboard template, learners can create a sequence of sketches with direction and dialogue representing the shots or scenes for their video projects.
- ❖ Have learners think about a timeline for their production.

#### ❖ **Take a Test Drive with Canva** (30 Minutes)

- ❖ Assuming you and your class have chosen to work with Canva, show one or both of these short tutorial videos to get started:
  - ❖ [Canva Video Editor - COMPLETE tutorial for Beginners \(16:33\) \(bit.ly/CAVU-Canva\)](https://bit.ly/CAVU-Canva)
  - ❖ [Canva App Video Editing Tutorial \(8:42\) \(bit.ly/CAVU-Canva-4\)](https://bit.ly/CAVU-Canva-4)
- ❖ Try this activity to help learners get acquainted with the software. This activity can be modified to work with any presentation or editing software.

- ✧ Give learners the one of the following prompts:
  - ✧ You have 15 minutes to make a 10-20 second video on Canva that:
    - ✧ Tells a quick story about a memory from your childhood.
    - ✧ Highlights a favourite food and why it is your favourite
    - ✧ Explains the premise of your favourite movie or book
    - ✧ Or create your own prompt!
  - ✧ The video must contain the following attributes:
    - ✧ At least three relevant and engaging visuals
    - ✧ Transitions between visuals
    - ✧ Recorded narration
    - ✧ Text on screen that emphasizes certain words or phrases
    - ✧ Music that might cause your audience to be influenced by the message you are trying to convey.
- ✧ When 15 minutes are up, ask for student volunteers to share what they have made and the tools they chose to include for this activity.

### ✧ **Video Production Tips**

- ✧ Lights, Camera, Action! - Project Production Tips
- ✧ Your learners will now apply everything they've learned in this workbook. So far, they've studied regional climate impacts, creative and innovative strategies, and how to tell an effective and engaging story using film or video as a communication medium. Now, they are ready to produce their projects.
- ✧ Project pre-production and production will take some time, and we recommend offering an additional 3-4 class periods to allow learners to work on their projects. They may also choose to do some work outside of the classroom.
- ✧ If learners plan on interviewing someone for their project, please have them inform the interviewee that these recordings will be included in a video project that may be put on the internet. Please have all interviewees fill out a CAVU media release form. (attached)
- ✧ Here are suggestions for presentation software you may want to use with your learners.
  - ✧ Click on the links to watch the tutorial.
    - ✧ [Canva.com - Tutorial \(bit.ly/CAVU-Canva\)](https://bit.ly/CAVU-Canva) - Recommended!
    - ✧ [Capcut.com - Tutorial \(bit.ly/CAVU-CapCut\)](https://bit.ly/CAVU-CapCut)
- ✧ We encourage learners to explore and learn more about filmmaking techniques, using a smartphone to create their videos, sources for royalty-free music and free editing software. These are necessary and transferable skills in today's world.
- ✧ The Resource Library on the CIC folder link offers other resources that learners can use while making their videos, like filmmaking techniques, using a smartphone to create their video, sources for royalty-free music, and free editing software.
- ✧ We encourage learners to explore and learn more about filmmaking techniques, using a smartphone to create their videos, sources for royalty-free music and free editing software. These are necessary and transferable skills in today's world.



### ◆ Recommended reading list:

- ◆ *Maathai. (2004). \_Unbowed\_. Knopf Publishing Group.*
- ◆ *Nakate. (2021). \_A bigger picture: my fight to bring a new African voice to the climate crisis\_. Houghton Mifflin Harcourt*
- ◆ *Carson. (1962). \_Silent Spring\_. Houghton Mifflin*
- ◆ *Constitution art. 69(2010)(KENYA)*
- ◆ *United Nations Environment Programme. (2023). Common Vocabulary for Climate Change. United Nations.*

### ◆ The Learners can use their Videos to Create Change in their Community

- ◆ Beyond CIC, what can learners do with their finished CIC project?
- ◆ We encourage them to share their work with their community and through the various social outlets offered online (i.e. Youtube, Vimeo, Facebook, Tik Tok, etc).
- ◆ They can add their work as a link in emails they send to their peers, educators, elected officials, and other leaders in their Community.
- ◆ Some great programs and competitions where learners can submit their finished projects include:

#### ◆ Some Local Competitions

- ◆ [The First Lady Mazingira Awards \(Flama.go.ke\)](http://Flama.go.ke)
- ◆ [STEAMLabs Africa \(bit.ly/CAVU-Steam\)](http://bit.ly/CAVU-Steam)
- ◆ [Young Scientist Kenya \(ysk.co.ke\)](http://ysk.co.ke)
- ◆ [Great Places to School, Climate Action Category, by Global Peace Foundation Kenya \(greatplacestoschool.com\)](http://greatplacestoschool.com)

#### ◆ Some International Competitions

- ◆ [Colorado Environmental Film Festival \(bit.ly/CAVU-CO\)](http://bit.ly/CAVU-CO)
- ◆ [FXB Climate Advocates \(bit.ly/CAVU-FXB\)](http://bit.ly/CAVU-FXB)
- ◆ [Climate Science Olympiad \(bit.ly/CAVU-Olympiad\)](http://bit.ly/CAVU-Olympiad)
- ◆ [One Earth Film Festival \(bit.ly/CAVU-One\)](http://bit.ly/CAVU-One)
- ◆ [Native Indigenous Student Academy for Cinematic Arts \(bit.ly/CAVU-Native\)](http://bit.ly/CAVU-Native)
- ◆ [GenSea-Online Community of Young Ocean Advocates \(bit.ly/CAVU-GenSea\)](http://bit.ly/CAVU-GenSea)
- ◆ [Changemaker Challenge \(t-mo.co/49QI2ak\)](http://t-mo.co/49QI2ak)
- ◆ [Reel Youth Film Festival \(bit.ly/CAVU-Real\)](http://bit.ly/CAVU-Real)

*Thank you for participating in the Climate Innovation Challenge!*

*As you and your learners prepare your submissions, please don't hesitate to contact us at [cic@cavu.org](mailto:cic@cavu.org) if you have any questions or feedback.*

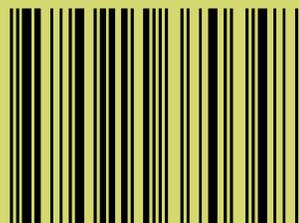
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