

EDUCATION COMPANION FOR THE FILM - INTERNATIONAL

PROVIDED BY *NATIONAL WILDLIFE FEDERATION*

WITH *CLIMATE CHANGE INITIATIVE* *University of Massachusetts Lowell* AND *CLIMATE INTERACTIVE*

# an **inconvenient** sequel

## **TRUTH TO POWER**



LEARN LIKE YOUR WORLD  
DEPENDS ON IT

# an inconvenient sequel

## TRUTH TO POWER

EDUCATIONAL COMPANION • INTERNATIONAL • MIDDLE-HIGH SCHOOL

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A decade after *An Inconvenient Truth* brought climate change into the heart of popular culture, comes the riveting and rousing follow-up, *An Inconvenient Sequel: Truth to Power*, that shows just how close we are to a real energy revolution. Vice President Al Gore continues his tireless fight traveling around the world training an army of climate champions and influencing international climate policy.

Cameras follow him behind the scenes – in moments both private and public, funny and poignant – as he pursues the inspirational idea that while the stakes have never been higher, the perils of climate change can be overcome with human ingenuity and passion. As the film’s education partner, National Wildlife Federation has teamed up with Participant Media and Paramount Pictures to provide educational resources to help students understand climate change while inspiring them to find ways to bring our nation across the finish line to a viable clean energy economy.



All Photos Paramount Pictures

**For international learners** we encourage you to use each of the three guides for a complete learning experience:

**WATCH KIT**



**TRUTH IN 10 WRITER’S GUIDE**



**GLOBAL CLIMATE AGREEMENT**

Together they complement the film and deepen understanding of how climate change is altering our planet, how the need for civil discourse and civic participation is critical and how innovative technologies and solutions can lead all of us to a more sustainable future.

For example, before using this guide review the systems thinking strategies in the [Watch Kit](#) to better understand current climate change issues locally and around the globe. Understanding how you think and what influences your decisions makes us better students, teachers, artists, leaders, athletes and citizens. The [Writer’s Guide](#) provides a synopsis of climate change facts and scientific consensus.

Our goal is to help students develop critical thinking skills by leveraging the diverse perspectives and fact-based evidence shared in the film, *An Inconvenient Sequel: Truth to Power*. Students will practice systems thinking as they share their own stories, analyze and reflect on biases, and construct new mental models about climate change solutions locally and globally — supported by scientific facts and evidence from climate change impacts in their own community and across their country.

We hope to engage, educate and empower a world of “Systems Thinkers,” who understand scientific principles and can discern truth from misinformation, who want to solve the problems of climate change and take advantage of the opportunities the new green economy affords.



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### LESSON SUMMARY – PARIS CLIMATE AGREEMENT

A major focal point of the film is the activities leading up to and surrounding the signing of the ground-breaking Paris Climate Agreement of 2015. As the world literally comes together, we see first-hand the dedication of the delegates to solve the climate crisis and reduce human caused greenhouse gas emissions; and then new political challenges emerge in the United States. To provide a scientifically rigorous and engaging activity that captures the complexity and diplomacy of years of negotiations necessary to achieve net zero greenhouse gas emissions, we teamed up with Climate Interactive and Climate Change Initiative, University of Massachusetts. Their World Climate simulation provides students with the opportunity to use computer climate simulation models called C-ROADS and role-play the Paris climate talks. These are the types of tools used to prepare policymakers and participants at the United Nations Framework Convention on Climate Change (UNFCCC) Conference of the Parties (COP 21).

After providing students with an engaging and unique learning opportunity using a collaborative global simulation, students will be informed and empowered to drive real change in their community through place-based problem solving and civic action.

### LEARNING OBJECTIVES

#### STUDENTS WILL:

- Analyze and manipulate data using scientific models.
- Use role play through civic discourse to debate, defend, corroborate and collaborate.
- Modify their mental models of climate change based on new knowledge acquired as the result of the World Climate simulation.
- Develop an action plan using systems thinking that will directly benefit their school and/or community.

### TIME NEEDED

- Film Length – 100 minutes
- 1 to 3 class periods or several hours after school (providing out of class time for research and planning by students)
- With various possible extensions

### MATERIALS

- Computer
- Internet Access
- Science notebook
- [Vocabulary List](#)
- Website: *An Inconvenient Sequel: Truth to Power Education*  
[www.inconvenientsequel.education.org/](http://www.inconvenientsequel.education.org/)
- A projector
- A board to write on
- An apple
- Teacher Notes
- [Download C-ROADS World Climate](#)
- [Briefing Materials for Students](#)
- Student Worksheet: Pre Negotiation
- Website: [www.climateinteractive.org/](http://www.climateinteractive.org/)

World Climate uses C-ROADS climate policy simulator to test the impact that your chosen policies will have on the climate. C-ROADS is used to analyze the actual pledges countries make to the United Nations and is trusted by top decision-makers worldwide. An external scientific review panel reviewed C-ROADS and found that it reproduced results consistent with the Intergovernmental Panel on Climate Change (or IPCC's) findings.



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## LESSONS

### PART I - WORLD CLIMATE

Climate Interactive's World Climate Simulation is a dynamic learning experience, diving into the civic, social and environmental issues that demands strong, yet kind leaders with collaborative spirits and the passion and determination to secure the trajectory of our planet's health for future generations.

As a companion to *An Inconvenient Sequel: Truth to Power* and Al Gore's Power Point presentation, [Truth in 10](#), National Wildlife Federation is adapting Climate Interactive's World Climate Simulation to strategically align to the tenets of the movie and slide presentation. Our hope is that *An Inconvenient Sequel: Truth to Power* will inspire you to conduct the full World Climate Simulation and to include the school community. Engaging the school community by building lasting and genuine relationships is one way students can begin driving change, because climate change impacts everyone and everything.

In World Climate, your students will take on the roles of delegates to the United Nations climate negotiations and will be challenged to create an agreement that meets international climate goals according to current scientific understanding.

### PREPARATION

Read through the Teachers Notes and review the [Briefing Materials for Students](#) prior to planning how you will carry out the role play activity with your students. At least one day before the in-class activity, assign your students to one of three delegations:

1. [Developed Nations](#)
2. [Developing A Nations](#)
3. [Developing B Nations](#)

Give each student a Briefing Statement that corresponds to his or her delegation. If you have more than 30 students and more than one class period, you may want to use the version of World Climate with six delegations.

### ASSIGN EACH STUDENT TO:

- Read their Briefing Statement, review Vocabulary and complete the Student Worksheet
- Write a one-paragraph summary of their country or delegation's position on climate change, including their view on their responsibility to act and what they seek from other countries;
- Make initial decisions on their country or delegation's emissions trajectory for the coming decades;
- Come to class prepared and dressed to play their roles. (Encourage them to bring props or clothes that enable them to symbolically represent their country or delegation's. Ask them to avoid stereotypes.)

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### AGENDA FOR IN CLASS ACTIVITY

Suggested Agenda for 1 hour class period

- Introduction: 10 minutes
- First Round of negotiation: 10 minutes
- Entering decisions: 5 minutes
- Debrief Round One: 5 minutes
- Second Round of negotiation: 10 minutes
- Debrief: 10 minutes



**Classroom Setup:** If possible, rearrange your classroom prior to the activity (or with students help) so that the Developed Nations delegation is at the front of the room; Developing A Nations is near the middle or next to Developed Nations; and Developing B Nations is placed at the back of the room.

Have both [Truth in 10](#) slide show and the [C-ROADS World Climate](#) program open on the computer projection system.

### INTRODUCE THE SIMULATION

This simulation will rely on the same computer model used to analyze real-world pledges to UN climate negotiations, C-ROADS. C-ROADS has been used by former White House Science Advisor, John Holdren, to brief policymakers from the US and elsewhere. It has also been used by >30,000 students and citizens in >70 countries who have participated in the World Climate simulation.

**Note:** Research on the learning impacts of World Climate show that the more engaged students are with the simulation, the more science content they learn. We encourage you to model a high level of engagement by also playing a role, such as the UN Secretary General or the Executive Secretary of the UNFCCC. (Put on a blazer, tie, or scarf to signal that you are entering the role-play.) Refer to your students as distinguished delegates and welcome them to an important negotiation. Ask them to feel the full weight of the decisions they make.

**Explain that they, as delegates, are tasked with and share a goal of reaching an international agreement to reduce greenhouse gas emissions and limit global warming to well below +2°C above to preindustrial times by 2100; and agree on a deal to share costs of mitigation and adaptation fund to aid most vulnerable nations.**

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- Give the [Truth in 10](#) slide show to review the facts, to highlight recent events and to set the stage for the role-play.
- Explain expected impacts under a “business-as-usual” emissions scenario, or  $+ \sim 4.5^{\circ}\text{C}$  over preindustrial temperatures, which provides an imperative for action.
- Explain that the delegates have an opportunity to create a better future.

### FIRST ROUND OF NEGOTIATIONS

Tell students they have 10 minutes to meet with their delegations, make decisions about their emissions trajectory, and decide on the want/need from other delegations. They should use their individual responses to the Student Worksheet: Pre-negotiations as a starting point for group discussion. They will need to come to a group consensus on the decisions they made in the homework, i.e.: emissions peak year, reductions begin year, and annual rate of decline.

Remind them that economists consider a 3.5% rate of decline to be extremely ambitious.



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At the end of the 10-minute negotiation period, call for their attention and explain that you are now convening a plenary session. Bring up C-ROADS on the computer projection system and orient the students towards the default graphs: i.e., the graph on the left shows expected “business-as-usual” CO<sub>2</sub> emissions (in gigatons, or billions of tons, of CO<sub>2</sub> per year) from fossil fuels for each of the countries/groups over the course of the 21st century. The graph on the right shows the expected temperature rise over the 21st century as a result of the emissions scenario. Explain that “business-as-usual” assumes no major effort (and no major catastrophes) to reduce emissions from fossil fuels. Then explain that you will now enter their decisions to find out their expected climate outcomes.

- Ask the Developed Nations, Developing A Nations, and Developing B Nations to have at least one delegate stand up and explain their decisions in 1 minute or less.
- At the end of the speeches, thank them and then draw their attention to C-ROADS and the line representing the Developed Nations (i.e., the blue line).
- Tell the students to watch the line as you enter the emissions peak year. Then draw their attention to the temperature line (right graph: purple line), which may now be below the black “business-as-usual” reference scenario.
- Continue entering their remaining decisions about when emissions should begin to decline and at what annual rate.
- Next, repeat above with the Developing A Nations delegation, followed by Developing B Nations.
- After all decisions are entered, note the expected temperature rise by 2100.
- Tell the delegates that they have made progress, but that serious impacts are expected given the decisions they have taken, and then present the appropriate slide. Urge them to do better. Ask them what it will take to achieve their shared goal to limit warming to less than 2°C?





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#### DEBRIEF FIRST ROUND

This is a great moment to explain the accumulation dynamics of CO<sub>2</sub> in the atmosphere.

It is helpful to explain the finite nature of the atmosphere. This can be done quickly with an apple – show the students the apple and ask them, if the Earth were the same size as this apple, where would the top of the atmosphere be? You can move your finger closer to or further away from the apple and ask them to raise their hands when your finger reaches the right distance from the apple's surface. Then, point out that actually, the skin of the apple is about as thick as Earth's atmosphere (~12 km) if Earth were the same size as an apple. In other words, our atmosphere is a relatively small, finite space.

Next, explain that CO<sub>2</sub> follows the law of conservation of mass: if it is released into the atmosphere, it is colorless and odorless, but it does not disappear. Instead, it accumulates in the finite atmosphere.

#### SECOND ROUND OF NEGOTIATIONS

- Urge students to do better and give tell them they have ten minutes to meet with each other, and other delegations, to make further reductions.
- At the end of the time allotted, call for their attention.
- Ask each group to quickly give new decisions (without speeches), starting with Developed Nations as before. Enter the decisions as they announce them and ask students to watch the graphs in C-ROADS as you populate the fields.

#### DEBRIEF SECOND ROUND AND CONCLUDE

After all decisions have been entered, if they have still not reached the <2°C rise, invite them to step out of their roles and invite Developing B delegates to find chairs and get comfortable. If you are wearing a scarf or tie to represent your role, you may want to remove that to symbolize your own stepping out of role.

Next, ask what else would need to be done to achieve the goal. Encourage them to look at the emissions graph to see which country/group has the greatest impact. At least one person usually offers to start earlier and reduce more quickly. Ask for emissions decisions from each group until the <2°C rise goal has been reached.

Complete the debrief by asking students to share their insights from the simulation. If you are running out of class time, you may ask students to write a paragraph describing their insights. Provide the following questions to prompt answers:

1. Is it possible to achieve the goal? (Yes – it is technically possible, although some may offer that it is not politically possible, which is an open question).
2. When does action need to be taken? (Immediately or extremely soon).
3. What if we wait – will we still be able to reach the goal then? (Only if reductions are steeper and, therefore, more difficult to achieve).
4. Who needs to act? (Everyone, or all nations).

**Source:** Model and data created by Climate Interactive and M.I.T. Sloan, including John Sterman, Ellie Johnston and Lori Siegel.



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## **PART II. ACT LIKE YOUR WORLD DEPENDS ON IT**

Through the World Climate simulation and participating in any of the activities created in conjunction with the film, students experience the scale and urgency of climate change mitigation with their classmates, offering an opportunity for rich discussion and for students to support each other as they consider what to do next. Ask students how they may use the knowledge they have gained to address climate change in whatever way they choose – from learning more about the issues to screening the film with family and other students, reducing their own carbon footprint, getting involved in institutional or local sustainability efforts, getting involved in public policy or exploring careers in the new green economy.

## **LESSON SUMMARY**

After watching *An Inconvenient Sequel: Truth to Power* and the [Truth in 10](#) slideshow and after participating in the role-play or in conjunction with any of the activities in the [Watch Kit](#) and the [Writer's Guide](#), ask students how they may use the knowledge they have gained to address climate change in whatever way they choose – from learning more about the issues to leading a simulation with others, reducing their own carbon footprint, getting involved in institutional or local sustainability efforts, or taking political action. For example, through the World Climate simulation, students have experienced the scale and urgency of climate change mitigation with their classmates, offering an opportunity for rich discussion and for students to support each other as they consider actions to take.

Student action projects are the most effective method by which students can apply the knowledge they have learned in the classroom and retain this information for the long term. Action projects engage students in solving problems in their communities and schools and help them master curriculum content by making meaningful connections between what they are learning and the world at large. Action projects can also help students develop a range of skills. In addition, projects help students realize that their actions matter, helping to develop their ability to influence others and sense that they can make a difference.

Action projects are designed to impact both the recipients (community members, ecosystems health, etc.) and the students. This transformation is accomplished by combining opportunities that link the project with self-reflection and the acquisition of skills, values and knowledge.

Recent studies indicate that students are more receptive to learning when their surroundings and activities complement and reinforce the subject matter. For example, if students are taught the principles of recycling and waste reduction and there are no efforts being made to reduce waste in the school, it is unlikely that the lessons taught will have a significant effect. However, in many cases when recycling is taught in conjunction with an existing waste reduction program, or if students start reusing paper or implement other sustainable practices, they will better understand resource management and change their behavior at school and at home.



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Action projects can include fairly simple individual behaviors as well as more comprehensive school-wide events and community activities. The scale of the project does not always determine its merit. For action projects to be significant for all involved, they need to be well-researched, outcome-oriented, planned, communicated, well-promoted and evaluated.

The following are examples of individual and group projects for students who are empowered to drive real change in their community through place-based problem solving and civic action. (Periodically check the website for case studies on student-led climate solution projects.

**“This movement is in the tradition of every great movement that has advanced humankind.”**

— Vice President Al Gore

## LEARNING OBJECTIVES

### STUDENTS WILL:

- Analyze data using tools, technologies, or models, in order to make scientific claims or determine solutions.
- Design, evaluate, or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, and other criteria.
- Increase engagement and content knowledge at the heart of sustainability, through instruction strategies that are place- and problem-based and integrate the tenets of design thinking.
- Communicate scientific or technical ideas in multiple formats.

## TIME NEEDED

- 1 to 2 class periods or several hours after school (providing out of class time for research and planning by students)
- Various possible extensions for semester and year-long projects

## MATERIALS

- Varies with each project

## WHAT'S YOUR PLAN

After watching *An Inconvenient Sequel: Truth to Power* and learning how human activity has caused global warming, people express feelings of wanting to do something to reduce the threats of climate change. Students should be encouraged to think critically about their carbon footprint and how their daily activities and choices directly and indirectly contribute to global warming.

There are several ways to facilitate how your students analyze their carbon footprint. Each student could keep a journal to document their impact or you build a list as part of a class discussion. Students could calculate their carbon footprint using a worksheet or an online calculator. (There are several online [www.ei.lehigh.edu/learners/cc/carboncalc.html](http://www.ei.lehigh.edu/learners/cc/carboncalc.html).

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Start a discussion about the ways students may reduce their carbon footprint or offset the amount of carbon emissions by doing things differently.

On the board draw four columns, label the first column *Activity* and label the remaining columns *One*, *Two* and *Three*. Have students list an activity that emits carbon and then share the carbon dioxide-reducing new technology or strategy they find. As a group, have the students rate each item for how well it reduces carbon dioxide emissions, 1 = excellent, 2 = good and 3 = not very good. Give the example of the amount of carbon reduced by replacing one incandescent light bulb with CFL or LED and compare that option with natural light in the day, timers on lights and solar or wind power. Discuss the ways we can lower or offset carbon emissions from the chart. Are there any controversies over how to rank carbon-reducing technologies and strategies? What are some strategies and technologies more viable than others?

This should help students realize the range of options they have in everyday life to reduce carbon output, and that the most important lesson is to think critically and be able to evaluate carbon-producing activities and corresponding solutions. Using the systems thinking approaches in the [Watch Kit](#) ask students how their findings expanded their view of climate change. Conclude with discussing how individuals, a family, a class, a school and their wider community can have a big impact. Discuss the hopeful themes of taking action now and at scale to address climate change.

### TAKE A STAND

Journalism is the activity of gathering, assessing, creating and presenting news and information. Journalists are committed observers whose work is to find and present “the facts” and also the “truth about the facts.” -American Press Institute

The following are projects that encourage students to use their voice and hone effective writing and communication skills:



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Start a **letter writing campaign** to corporations or to local and national government officials about the need to address climate change.

Create a **blog or newsletter** for your school to highlight things that could be changed, garner support for new energy-saving initiatives and celebrate successes.

Organize a **school or community fair** with speakers, activities and demonstrations of new green technologies.

Share your stories and **write letters to the editor** for your local newspaper.

Enter [Young Reporters for the Environment](#) (YRE contest).

YRE is a global competition that aims to empower young people to take a stand on environmental issues they feel strongly about and to give them a platform to articulate these issues through the media of writing, photography and videography. The ultimate goal of young reporters is to highlight environmental injustices, provide a solution and ways the community can be a part of the solution, and get their story out there via digital and social media channels.

- Investigate a local environmental problem or issue
- Research potential solutions that can be thoroughly explained, argued and justified
- Report the issue and solutions through a journalistic media targeting a local audience
- Disseminate work with a local audience via digital periodicals, radio, television, social media, exhibition, film show, etc.



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### GREEN YOUR SCHOOL

Schools vary in size, age and design all around the world. Whatever type of school, there are a myriad of ways students can study and innovate change to reduce greenhouse gases and the overall environmental impact of their school. By examining the energy and water usage, waste, supplies and purchasing, green spaces, food, transportation and proposing solutions to reduce greenhouse gases they will practice hands-on learning and gain durable climate literacy.

The world's largest green schools program is [Eco-Schools](#). It is in over 60 countries and provides an existing network to support your efforts. The Eco-Schools program focuses on greening existing school buildings, school grounds, curricula, and the student experience. In addition to direct environmental benefits, the program helps to dramatically improve student skills in Science, Technology, Engineering and Math (STEM). It is also a proven framework for promoting youth leadership and community service. Eco-Schools is a holistic program, striving to make environmental awareness and action an intrinsic part of the life and culture of a school and community. Eco-Schools takes learning beyond the classroom walls promoting the use of the school building and grounds as learning laboratories in which to imagine, create, develop and innovate for sustainability.

Eco-Schools is a program of the Foundation for Environmental Education (FEE). Eco-Schools worldwide as members of FEE are partners of the United Nations Education, Scientific and Cultural Organization (UNESCO) and UNESCO's Global Action Program on Education for Sustainable Development, UNESCO GAP. As members of FEE, the program is aligned to the UN's Sustainable Development Goals (SDGs), goals that call for action by all countries, poor, rich and middle-income to promote prosperity while protecting the planet.



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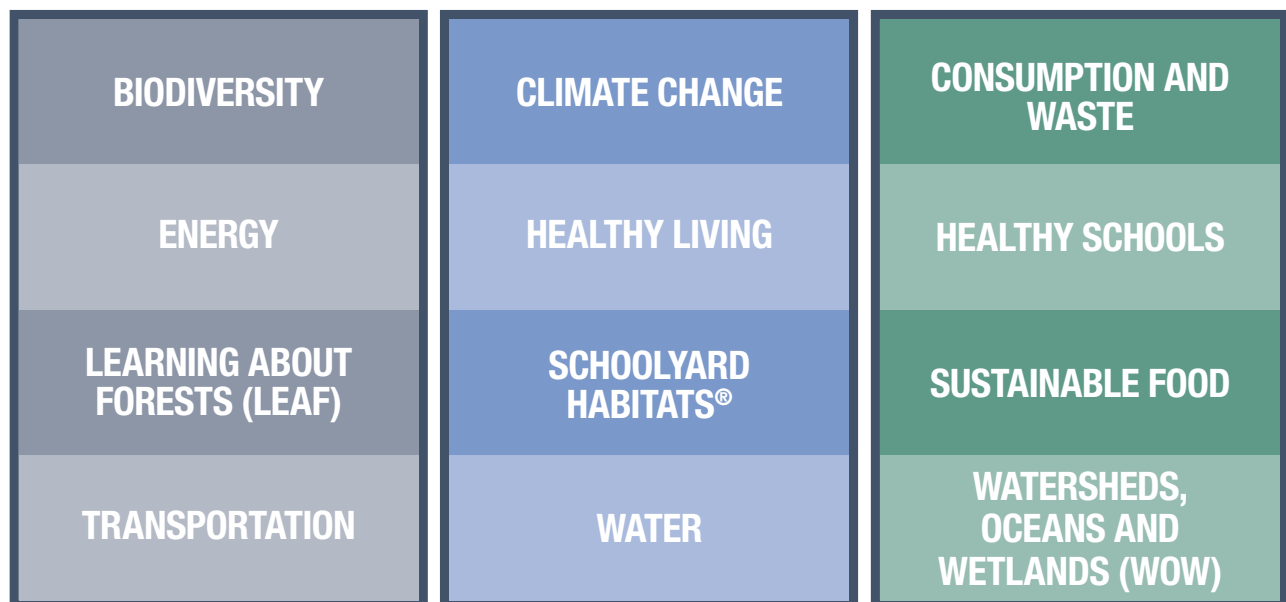
### ECO-SCHOOLS IS COMPRISED OF TWO MAIN COMPONENTS:

- **The 7-Step Framework**

A series of carefully engineered measures to help schools maximize the success of their Eco-Schools ambitions. The method involves a wide diversity of individuals from the school community – with students playing a primary role in the process.

- **The Pathways to Sustainability**

Students self-select pathways to address issues of sustainability at school and in the larger community. In the United States, green teams can choose from any one or more of our twelve pathways as they work through the 7-Step Framework to create a more sustainable school community.



The Eco-Schools program helps orient students to a more sustainable future and careers. The program is based on a simplified version of the ISO 14001 environmental management process framework. Schools form school-wide teams, conduct audits, and develop action plans. This exposes them to “green” career paths, and facilitates their transition to higher education, the workplace, and adult life. As schools implement their plans, progress is measured and this helps them reach specific school-wide award levels – Bronze, Silver and Green Flag.

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### **AGENTS OF CHANGE - TOWARD A GREEN FUTURE**

Finally, whether you completed all of the lessons in this guide or the others, when you conclude your unit on climate change ask your students if they are inspired by the film. Did it make them think about their future? How did the lesson or project they participated in highlight how they have the power to make a difference?

All over the planet, an explosion of creativity is resulting in the development of carbon neutral systems and activities to reverse global warming and solve the climate crisis. Sustainability approaches are being pioneered and implemented in energy, transportation, agriculture, construction, finance, manufacturing, communication, education, tourism, fashion and the arts. The new green economy has unlimited opportunities. We continue to have an urgent need for the best-known environmental careers—like physicists, chemists, foresters, wildlife biologists and park rangers. These are fantastic career options, but there are so many more.

Our world needs green employees and entrepreneurs in all fields—government, sales and marketing, accounting, information management, human resources, construction and manufacturing, facilities and operations, product design, finance, public relations, risk management—everything! Progressive business leaders are accepting responsibility for assuring ecological health for the planet and social justice for all people. The same transformation is happening in hospitals, schools, universities, government agencies, the military and nonprofit groups.

This is truly a challenging and hopeful time for this generation to take an active role in shaping not only their career path, but to play a role in shaping a sustainable future for everyone.

To meet some of the scientist on the forefront of climate change and more green careers go to [www.climateclassroom.org/agents-of-change/](http://www.climateclassroom.org/agents-of-change/)

### **ADDITIONAL GLOBAL SERVICE AND PROJECT LEARNING RESOURCES:**

The GLOBE Program, [www.globe.gov/](http://www.globe.gov/)

A Partner Program of the United Nations Framework Convention on Climate Change, [www.youthclimatereport.org/](http://www.youthclimatereport.org/)

UNEP/UNESCO Youth Xchange, [www.youthxchange.net/main/lookingahead.asp](http://www.youthxchange.net/main/lookingahead.asp)





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#### TEACHERS NOTES: WORLD CLIMATE SIMULATION

Use the instructor resources provided at [Climate Interactive](#) for more background and clarification.

**Driving Question:** How can we as global leaders, collaborate on a global scale to reduce impacts from climate change, while ensuring the cultural integrity and prosperity of our citizens now and for future generations?

**As the facilitator, you will be responsible for:**

1. Presenting the simulation, welcoming the delegation and facilitating two rounds of negotiations.
2. Facilitating a systems thinking activity looking at how student's mental models may have shifted as the result of their new learning experiences.

#### PREPARE YOUR CLASSROOM

1. Rearrange your desks/tables so that Developed Nations delegation is at the front of the room; Developing Nations A is near or next to the Developed Nations; and Developing Nations B delegation is placed at the back of the room.
2. Copy and print out Table Cards for each delegation. Students, once assigned, must always sit with their delegation. Proper protocol is important.
3. Have Vice President Al Gore's slide presentation, [Truth in 10](#) up on the screen in the classroom immediately prior to the beginning of the simulation.

#### PREPARE YOUR STUDENTS

1. Randomly assign students to delegations and provide them with the pre-simulation homework, two days prior to carrying out the role-playing activity. [homework to include, delegation brief, outline that explains their current mental model on climate change, a list of potential decisions to offer to the delegation for emissions trajectory in the coming decades, instructions for dress]
2. Present [Truth in 10](#) for the students within the two days prior to the simulation.

#### SIMULATION

As the facilitator, you take on the role of UN Secretary General of the United Nations Framework Convention Climate Change (UNFCCC). While playing this role, refer to students as 'distinguished' delegates and welcome them to these important negotiations. Request delegates feel the full weight of the decisions they are making not only for their country, but globally, and not just today, but for future generations. Delegates are tasked with reaching an international agreement to limit global warming, to bring balance to the carbon budget, to well below +2°C as compared to preindustrial times by 2100.

#### TEACHER REFLECTION

Based on the film and student discussions and activities:

- a. How have students' or the groups' views changed?
- b. What information had the greatest impact on them?
- c. What thinking has remained the same?

# an inconvenient sequel

## TRUTH TO POWER

EDUCATIONAL COMPANION • INTERNATIONAL • MIDDLE-HIGH SCHOOL

PROVIDED BY **NATIONAL WILDLIFE FEDERATION** WITH **CLIMATE CHANGE INITIATIVE University of Massachusetts Lowell** AND **CLIMATE INTERACTIVE**

### STUDENT WORKSHEET: PRE-NEGOTIATIONS

During the **World Climate** simulation, you will be taking on the role of a delegate to the United Nations climate change negotiations. Together with all of the other delegates (your classmates), you will be challenged to create an agreement that meets international climate goals, while also representing and interests of the countries you represent.

To prepare for the simulation, your homework assignment is to:

1. Read your [Country or Delegation's Briefing Statement](#) carefully (required) and do additional research about the countries in your country/delegation and their position on climate change.
2. Write one paragraph about your country/delegation's position going into the negotiations. In your paragraph, you should consider questions such as:
  - a. What actions are the people you represent willing to take to address climate change?
  - b. What responsibility do other country/delegations have to act?
  - c. How can you best represent your country/delegation's interests?
3. Using the graph below, make initial decisions about the following (you will discuss these decisions with other members of your delegation during the simulation):
  - a. Peak emissions year: in what year will your country/delegation's emissions of heat-trapping gases stop increasing?  
Year: \_\_\_\_\_
  - b. Reductions begin year: in what year will your country/delegation begin reducing its emissions of heat-trapping gases? This year must be some time later than your peak emissions year.  
Year: \_\_\_\_\_
  - c. Decline rate: at what annual rate will your country/delegation reduce its emissions? For example, a 1% annual rate of decline would mean that every year after your reductions begin, your country/delegation's emissions would be 1% lower than the previous year. Note that a 3.5% annual rate is considered to be very high by most economists. Annual rate:  
\_\_\_\_\_
4. For class on the day(s) of the simulation, bring your written responses to the questions above and a prop or item of clothing that will help you represent your country/delegation.

