




Little
GreenThumbs

8 LESSON
TEACHING
GUIDE

MY CLIMATE STORY

A TOOLKIT FOR WORKING THROUGH
THE MEANING OF CLIMATE CHANGE
WITH COURAGE AND COMPASSION





**The "My Climate Story Tool-kit" was prepared
for Little Green Thumbs by Rachel Malena-Chan,
EAS Solutions, 2020.**

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**For more resources like this,
visit Eco-Anxious Stories at**

www.ecoanxious.ca

BRINGING LESSONS TOGETHER

My Climate Story lessons can be used as standalone pieces, or as complementary activities with Plants, Planet, People lesson plans from Little Green Thumbs.

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Telling My Climate Story

OVERVIEW: FROM AWARENESS TO ACTION



MOBILIZING CLIMATE STORIES

Climate change is a big, complex topic. By anticipating the anxiety that bubbles up around climate change, we can equip students (and educators) to sit with their uncomfortable feelings, to connect the dots between science and "real life", and to **channel anxieties into meaningful action**.



STUDENT TOOL-KIT OVERVIEW

This tool-kit is set up to support teachers, parents, and educators frame plant and plant science in a mobilizing way, **connecting the dots** to what already matters to students, to the choices they have, to the world they want to help create, and to the power they have to take part in meaningful solutions. The activities and lessons outlined here are designed to complement the "Plants, Planet, People" and bring science and story together.



Lessons 1-3 focus on habitats, plants, and us, with activities that help set the stage for student climate stories.



Lessons 4 & 5 cover climate change and plant adaptation, and activities support students to explore deep feelings.



Lessons 6-7 connect climate to soil and food systems solutions, with a focus on storytellers making a difference.



Lesson 8 is all about solutions and action, with activities and projects to show how climate stories can inspire others.

APPROACH: ENGAGING THROUGH STORY

? WHY STORIES?

The science that links plants, people, and the planet is crucial to kids' understanding of the world around them. By including a **storytelling lens**, we hope to give educators a way to connect the dots between what we know from the science and **what it means to us**.

Interpreting the meaning, or "moral" of a story, requires us to engage with **values**, and values are expressed **emotionally**. While some emotions help to mobilize action, other feelings can have a paralyzing effect.¹ "My Climate Story" offers tools for teaching climate science in a way that makes space for uncomfortable emotions (anxiety, fear, uncertainty, powerlessness).

Climate stories are about using our

Little Green Thumbs uses the lens of plant science to teach kids that "People, Plants, and Planet" are interconnected.

Climate change is a story about us as people and our relationship to plants and planet. Humans play key roles in the health of the planet.



"My Climate Story" frames information about climate change through the lens of values, identity, and relationships.

By casting them as key characters in the story about climate change, this tool-kit helps kids move from awareness to reflection and capacity for action.

¹ For more about the foundations of this approach, see Marshall Ganz's work on public narrative.

How can we make climate change engagement meaningful instead of **paralyzing, polarizing, and overwhelming?**

Nurture mobilizing climate stories rooted in the values of **truth, courage, and compassion!**

Context:
Climate change is happening and it requires urgent action

Goal:
Climate solutions taking root and growing each day

Challenge:
We are all connected - people, plants, and our planet - including our climate.

Choice:
We have important roles to play in caring for plant health and planet health.

Outcome:
Together we can make the world better than it would otherwise be.

Moral:
Let's support each other to create climate solutions that help plants, people, and our planet.

Lessons 1-3

Lessons 4-5

Lessons 6-8

Climate connection:

"This climate story is about you and me and the things that matter to us."

Climate connection:

"Human beings are key characters in this story, making choices that are changing the climate."

Climate connection:

"When we work together on climate solutions, we are capable of amazing things."

Climate connection:

"We can care for each other, share our stories, and take meaningful action."

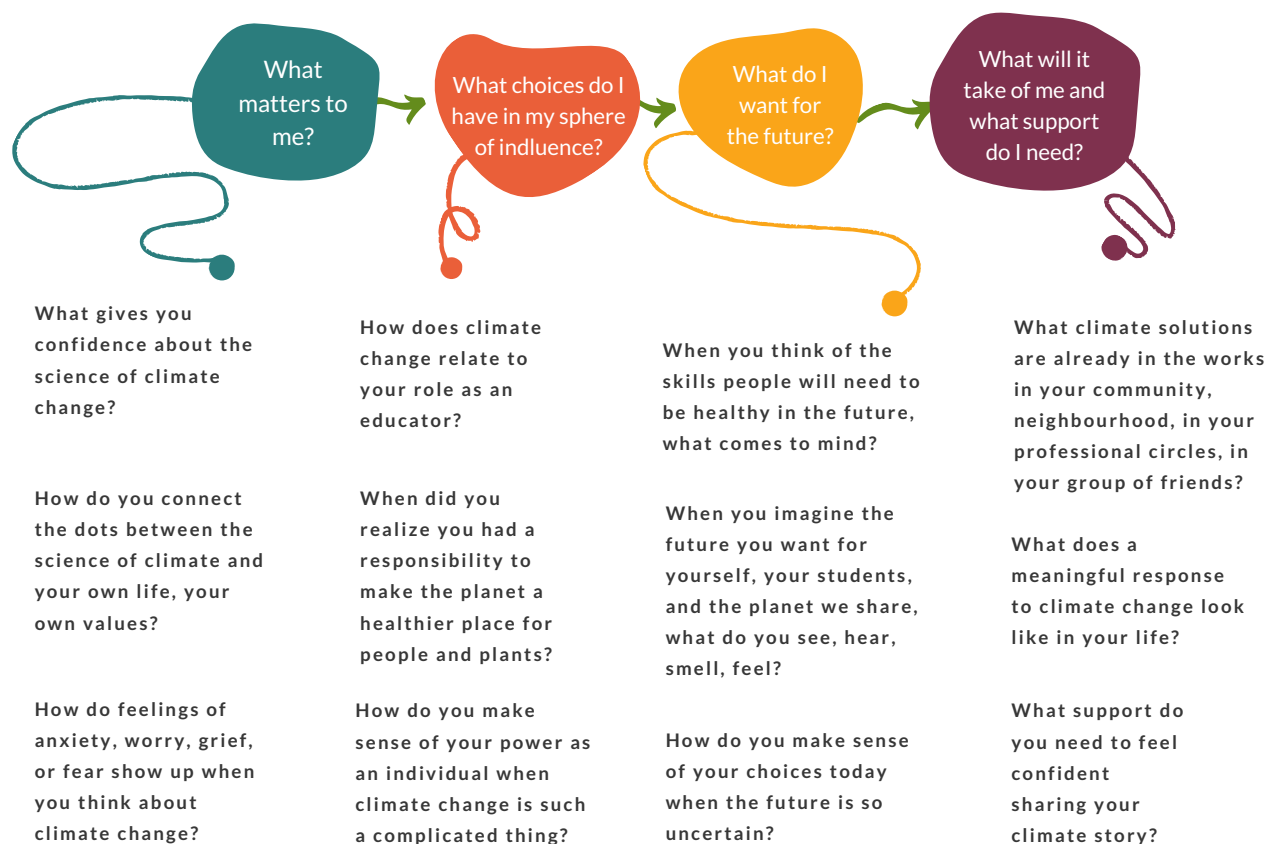
TEACHER TOOL-KIT: REFLECTION

REFLECTING ON OUR CLIMATE STORIES

Prior to using this tool-kit with your students, we encourage you to take a few minutes to **reflect on your own climate story**. These reflection questions cast you as the "lead" in the narrative, highlighting how your values, experiences, context, and limitations come together to inform **your lens on climate change**.

This is a chance to get honest with yourself about **your anxieties and insecurities** related to introducing climate concepts in the classroom. It may illuminate areas where you need **support to dive into this adventure** with confidence, clarity, and curiosity.

Connect the dots of your own climate story



ECO-ANXIETY AND ENGAGEMENT



ECO-ANXIETY: WHAT IS IT?

Eco-anxiety is an umbrella term used to refer to feelings of worry or fear about climate change that manifest in mental, emotional, physical ways. Eco-anxiety isn't a dis-order in a clinical sense, but an "inevitable and even healthy response to the ecological threats we are facing" (check out [Climate Psychology Alliance](#) for more on **climate emotions**).

Whether you're a teacher, a parent, or a student, anxiety about climate change is normal! It can pop up because of barriers in the story we're using to make sense of the complexity (see Malena-Chan, 2019 for more on **climate engagement and narrative dissonance**). We need to make space for these feelings if we're going to move from awareness to action. Storytelling allows us to acknowledge complex feelings while also fostering emotions that mobilize us.

Hold space for immobilizing feelings...

Support the transition to mobilizing feelings!



TEACHER TOOL-KIT: MY STORY

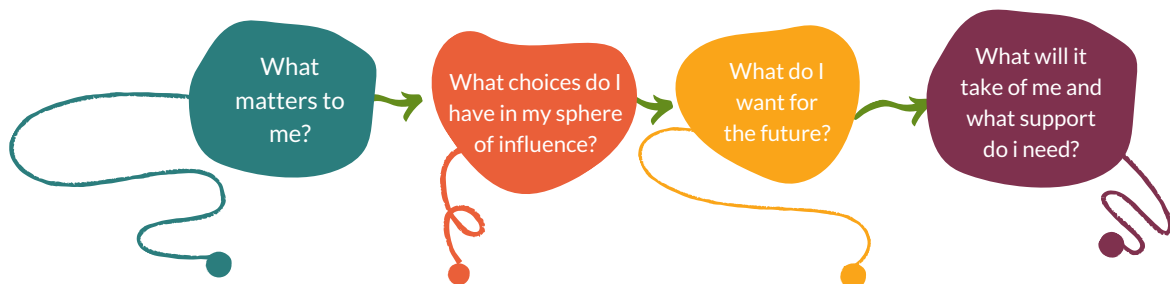
STORY OF SELF

Based on theory by Marshall Ganz

Now that you've done some thinking about the key elements of your climate story, consider what it would mean to share it with others. Take a second to tune into the feelings evoked by this story you find yourself in.

How would you frame this narrative for your students? Or for parents who might contact you with questions about this unit? What about discussing it with your peers and administrators? What support do you need to share these narratives with confidence?

Practice weaving messages together.



"I'm bringing this topic to our classroom because_____"

"I'm confident in the science behind our understanding of climate change because_____"

Even as a teacher/grown-up, I feel scared, anxious, confused about climate change, and when I do, I _____.

"As a teacher, it's my job to_____"

"I came to realize that I have to make a choice when it comes to my responsibility to _____"

Even though climate change is outside of my control, I can still respond with kindness and courage because _____"

"I know how important it is that people all around the world take action on climate change now, because without everyone working together, _____"

"I want to make sure my students leave my classroom with a better sense of _____ and stronger commitment to _____"

"Even though I might not see the whole impact of my choices, I know that bringing climate into the classroom creates space to _____"

"We're talking about some big ideas, but there are easy ways to join in on solutions, like _____"

"In my own life, responding meaningfully to climate change looks like _____"

"If I'm going to introduce my climate story and this climate change unit with confidence, I need_____ from _____"

Teaching Instructions:

This first worksheet helps connect the dots between "Plants, Planet, and People" and students' lived experience by asking the question "What matters to me?". While information about interdependence might be new, the idea here is to bring science and story together. We start by exploring what your students already **KNOW** about being alive and what is already **MEANINGFUL** to them as human beings.

SAY: Climate change matters to us because all life is linked - it's "interdependent." Before we learn more about climate change and plants, let's remember that this is also a **story** about YOU and ME. As we learn more about plant health, remember, what impacts plants and soil also impacts YOU and YOUR STORY!

DO: Invite students to fill the circle with a drawing or a list of what's important to them in their life. (Eg. friends, siblings, parents and grandparents, pets, favorite food, favorite book, their house/community)

Option: Share worksheets with a friend or discuss as a group.

Climate stories are
about using our



This lesson can
help students
connect core
climate concepts
to their everyday
lives.

Lesson 1 Worksheet

My Climate Story: Life is linked Lesson 1

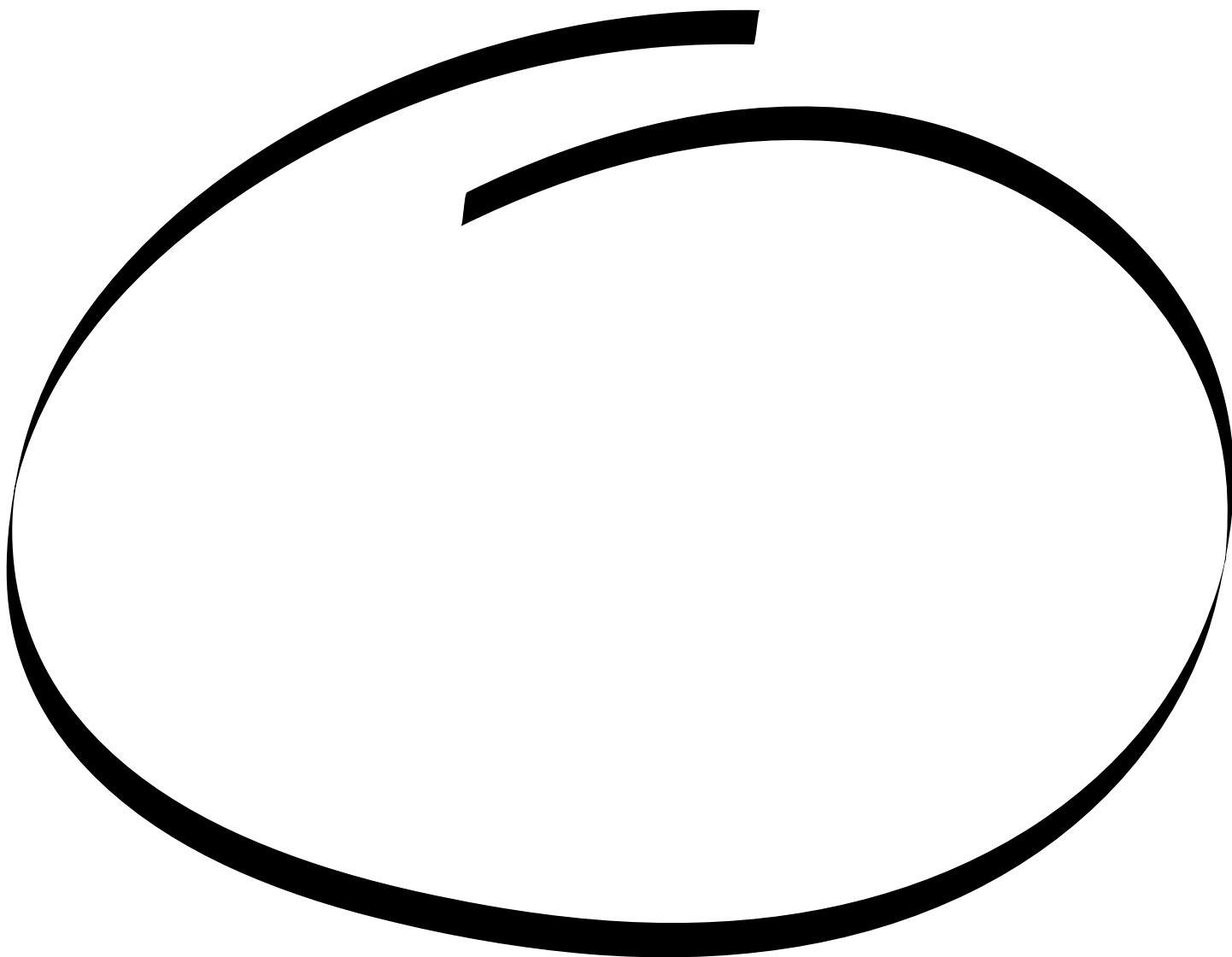
I'm and I'm an amazing living being!
Here's what matters in my story.

DRAW A PICTURE OF WHAT MATTERS MOST TO YOU
(PEOPLE, PLACES, ANIMALS, THINGS).

My Climate Story: Life is linked

Lesson 1

**I'm _____ and I'm an amazing living being!
Here's what matters in my story.**



**DRAW A PICTURE OF WHAT MATTERS MOST TO YOU (PEOPLE,
PLACES, ANIMALS, THINGS). THESE ARE IMPORTANT PIECES OF
YOUR CLIMATE STORY!**

Teaching Instructions:

This activity helps students think about their relationship to plant needs by thinking the environment as the setting of our shared story. The idea is to apply the concept of a "healthy environment" to our everyday lives and help students relate to interdependence in a tangible way. By extending the idea of "needs" beyond the physical, students will start to reflect on the stakes of the story and all that is worth protecting.

SAY: Every story needs a **SETTING**, and your climate story starts right where you are! Just like plants, we all need a home environment that supports our life. Think about the things in your space that help you thrive.

DO: Ask students to draw a line to the best things about their environment, and encourage them to add their own ideas.

Option: Share with a friend or discuss as a group.

Climate stories are
about using our



This lesson starts
to connect
climate concepts
with core values,
bridging
mental and
emotional.

Lesson 2 Worksheet

My Climate Story: Healthy homes Lesson 2

Just like plants, we all need a healthy home to thrive! It's the setting of the story, and there's a lot to love.

AIR I BREATHE FOOD I EAT LANDS I WALK

STORIES THAT MAKE ME SMILE

HOUSE I LIVE IN

ANIMALS I CARE FOR

CULTURES I COME FROM

MY NAME IS

SONGS I HEAR

AND HERE'S WHAT I LOVE ABOUT MY ENVIRONMENT

WATER I DRINK

THINGS OUTSIDE TO SEE AND HEAR AND SMELL

THINGS I PLAY

PEOPLE I LOVE

BOOKS I READ

COMMUNITIES I'M A PART OF

YOUR HOME ENVIRONMENT IS A KEY SETTING IN THIS CLIMATE STORY. DRAW A LINE BETWEEN YOU AND THE BEST THINGS ABOUT YOUR ENVIRONMENT. ADD YOUR OWN IDEAS!

My Climate Story: Healthy homes

Lesson 2

**Just like plants, we all need a healthy home to thrive!
It's the setting of the story, and there's a lot to love.**



AIR I BREATHE



FOOD I EAT



LANDS I WALK



**STORIES THAT
MAKE ME SMILE**



**HOUSE I
LIVE IN**



**ANIMALS I
CARE FOR**



SONGS I HEAR



**CULTURE I
COME FROM**

MY NAME IS

**AND HERE'S WHAT
I LOVE ABOUT
MY ENVIRONMENT**



WATER I DRINK



GAMES I PLAY



**THINGS OUTSIDE TO
SEE AND HEAR AND
SMELL**



PEOPLE I LOVE



BOOKS I READ



**COMMUNITY I'M
APART OF**



**YOUR HOME ENVIRONMENT IS A KEY SETTING IN THIS CLIMATE STORY.
DRAW A LINE BETWEEN YOU AND THE BEST THINGS ABOUT YOUR
ENVIRONMENT. ADD YOUR OWN IDEAS!**

Teaching Instructions:

The third worksheet helps students think about our relationship to "plant adaptations" and the **ROLE** that humans have played in the lives of plants over time. We're setting the foundation for students to learn about our collective responsibility to address climate change, but we want to avoid giving students the sense that all individuals are equally to blame for climate change. For now, we're focusing on the idea that **OUR CHOICES MATTER** when it comes to plant and planet health, and that we each have a sphere of influence.

SAY: Human beings like us are important **CHARACTERS** in the story about plants. Our choices - the things we do and don't do - have an impact on the things plants need to be healthy. We're change-makers. Our choices are a big deal!

DO: Ask students to fill in the blanks, identifying the roles they play in their everyday lives.

Option: Ask students to pick a "character" they play and tell a friend about the kinds of choices they make in that role. For older grades, ask students to think about how people in the future might be impacted by the choices people make today. Reflect on how other people (past and present) make choices that have a big impact on our stories. We're connected.

Climate stories are
about using our



This lesson
starts to
connect
CONCEPTS and
BEHAVIOURS,
mental to
physical.

Lesson 3 Worksheet

My Climate Story: Choices make change Lesson 3

What kind of character am I in this climate story?
I already make choices as...

A STUDENT AT: _____ A SIBLING TO: _____ A RESIDENT OF: _____

A MEMBER OF: _____ A SUPPORTER OF: _____

A CHILD/GRANDCHILD OF: _____ MY NAME IS _____ A FRIEND TO: _____

AND I PLAY/LOVE TO READ: _____

A CUSTOMER AT: _____ A FAN OF: _____ A CITIZEN OF: _____

A TEAM-MATE OF: _____ A NEIGHBOUR TO: _____

YOU'RE AN IMPORTANT CHARACTER IN THIS CLIMATE STORY AS YOU MAKE CHOICES IN THE THINGS YOU DO, THE PEOPLE YOU SPEND TIME WITH, AND THE PLACES YOU GO. DRAW A LINE TO THE "BOXES" YOU PLAY AND FILL IN THE BLANKS. ADD YOUR OWN IDEAS.

My Climate Story: Choices make change

Lesson 3

**What kind of character am I in this climate story?
I already make choices as...**



A STUDENT AT:

.....



A SIBLING TO:

.....



A RESIDENT OF:



A MEMBER OF:

.....



A SUPPORTER OF:

.....



**A CHILD/
GRANDCHILD OF:**

.....



.....
.....

MY NAME IS

**AND I PLAY
LOTS OF ROLES**



A FRIEND TO:

.....



.....
.....



A CUSTOMER AT:

.....



A FAN OF:

.....



A CITIZEN OF:

.....



A TEAM-MATE OF:

.....



A NEIGHBOUR TO:

.....



**YOU'RE AN IMPORTANT CHARACTER IN THIS CLIMATE STORY
AS YOU MAKE CHOICES IN THE THINGS YOU DO, THE PEOPLE
YOU SPEND TIME WITH, AND THE PLACES YOU GO. DRAW A
LINE TO THE "ROLES" YOU PLAY AND FILL IN THE BLANKS. ADD
YOUR OWN IDEAS.**

Teaching Instructions:

The fourth worksheet aims to simplify the **KEY MESSAGES** from climate scientists in a way that is easy to remember and fun to communicate. Here, we're helping students connect the dots between:

- the greenhouse gas effect (**it's warming**)
- it's anthropogenic sources (**it's people**)
- the suffering it causes for many living things (**it's bad**)
- the science is settled about the need for action (**we're sure**)
- and how we must work together with courage and compassion if we want to make the world a better place for people, plants, and the planet (**we can link up!**).

SAY: Climate change is a big topic, but we don't have to be experts to tell our own climate stories. We just need to remember the climate high-five!

DO: Ask students to trace their hand and use the worksheet share key messages.

Options: On the "pinky finger" point, emphasize that working together means promising (pinky promising) to be there for each other. Remind students that when we feel big feelings about climate change, we can always turn to a friend or a trusted adult to talk about how we feel.

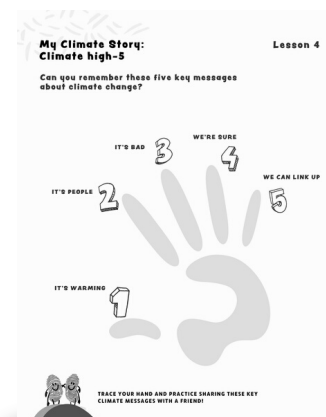
On the other hand, ask your students to think of five climate solutions or actions.

Climate stories are
about using our



This lesson brings
CONCEPTS,
VALUES, and
BEHAVIOURS,
together in the
context of climate
change.

Lesson 4 Worksheet



What's a climate high-5?

| # | Key message | Explanation | Hand cue |
|---|---|---|--|
|  | IT'S WARMING The planet is heating up, throwing it off balance | Climate change is making the planet's temperature go up, kind of like when you're sick with a fever. | Thumbs up = too hot Thumbs down = too cold Move your thumb back and forth to show how the temperature is out of balance. |
|  | IT'S PEOPLE Some human activities cause pollution | Human-made systems are causing changes that impact the planet's environment, which people and plants depend on. | Pointer finger = pointing to ourselves as humans, pointing at the things people could do to stop pollution |
|  | IT'S BAD for people, plants, and planet, and it's called "climate change" | These changes are bad - they make it harder for people, plants, and the planet to be healthy. | Middle finger = not good! We don't point this finger because we don't want to hurt others |
|  | WE'RE SURE that it's time to take action | Scientists all around the world are studying climate change. They tell us that we must take action now. | Ring finger = You might give someone a ring if you're sure about how you want your future to look |
|  | WE CAN LINK UP and make a difference | We might feel small, but when we link up together, we can make things better. | Pinky finger = small and not very strong on its own but perfect for linking up with each other! |



Linking up means making a promise to be there for each other. Who do you turn to when you want to share how you feel about climate change?

My Climate Story: Climate high-5

Lesson 4

Can you remember these five key messages about climate change?



TRACE YOUR HAND AND PRACTICE SHARING THESE KEY CLIMATE MESSAGES WITH A FRIEND! THESE ARE THE KEY POINTS OF THE CLIMATE STORY WE SHARE.

Climate story discussion intro

This activity can be integrated with lessons 4-8 if teachers or parents are looking for a way to **SUMMARIZE** and **SHARE** climate stories. The goal here is to hold space for kids to work through their relationship to what they've learned so far and express any feelings or questions they might be wrestling with. Remind kids that **it's good to connect** around our shared feelings, even when those feelings are uncomfortable. Tell them that the lessons coming up are all about climate solutions and how we can help plants - and the planet - to be healthy.

SAY: We are **INTERCONNECTED** with plants and their environments. That means we are **CHARACTERS** in this story, and so are the plants and animals around us! The Earth is our shared home. It's our story's **SETTING**. Let's talk about what it feels like to be part of such a big and exciting story.

DO: Ask the students to sit in a circle and start by recapping the climate high-5. Explain that everyone is going to get a chance to speak but if they don't want to share, they can pass. Remind students to listen if it's not their turn.

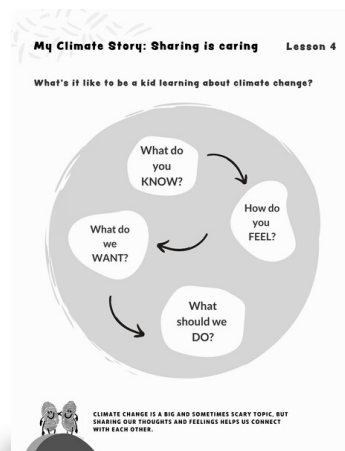
Option: Tie this activity to lessons about Indigenous Peoples and cultural practices based on sharing stories to learn, grow, and care for the Earth.

Climate stories are
about using our



This lesson brings
CONCEPTS,
VALUES, and
BEHAVIOURS
together in the
context of climate
change.

Lesson 4 Worksheet



How are we all feeling about climate change?

We are **INTERDEPENDENT** with everything on this planet we share. That means we are all key **CHARACTERS** in this climate story. Let's talk about what it feels like to be part of such a big and exciting story.

Additional prompts:

What do
you
KNOW?

Did you know that we are all part of nature?

What do you know about the interdependence of people, plants, and planet? What do you know about climate change? (e.g. our use of plants everyday, the boreal forest, or the concept of one ocean)

How do
you
FEEL?

How does talking about climate change make you feel?

The impacts of climate change on plants, planet, and people mean a lot to us and it's ok if you feel big feelings about it. (e.g. optimistic, sad, scared, anxious, angry, energized, motivated, determined)

What do
we
WANT?

If you could design the world differently, what changes would you make?

What climate solutions have you heard about that could make things better for plants, planet, and people? (e.g. green energy, zero-waste living, a vegetarian diet, or using public transit)

What
should we
DO?

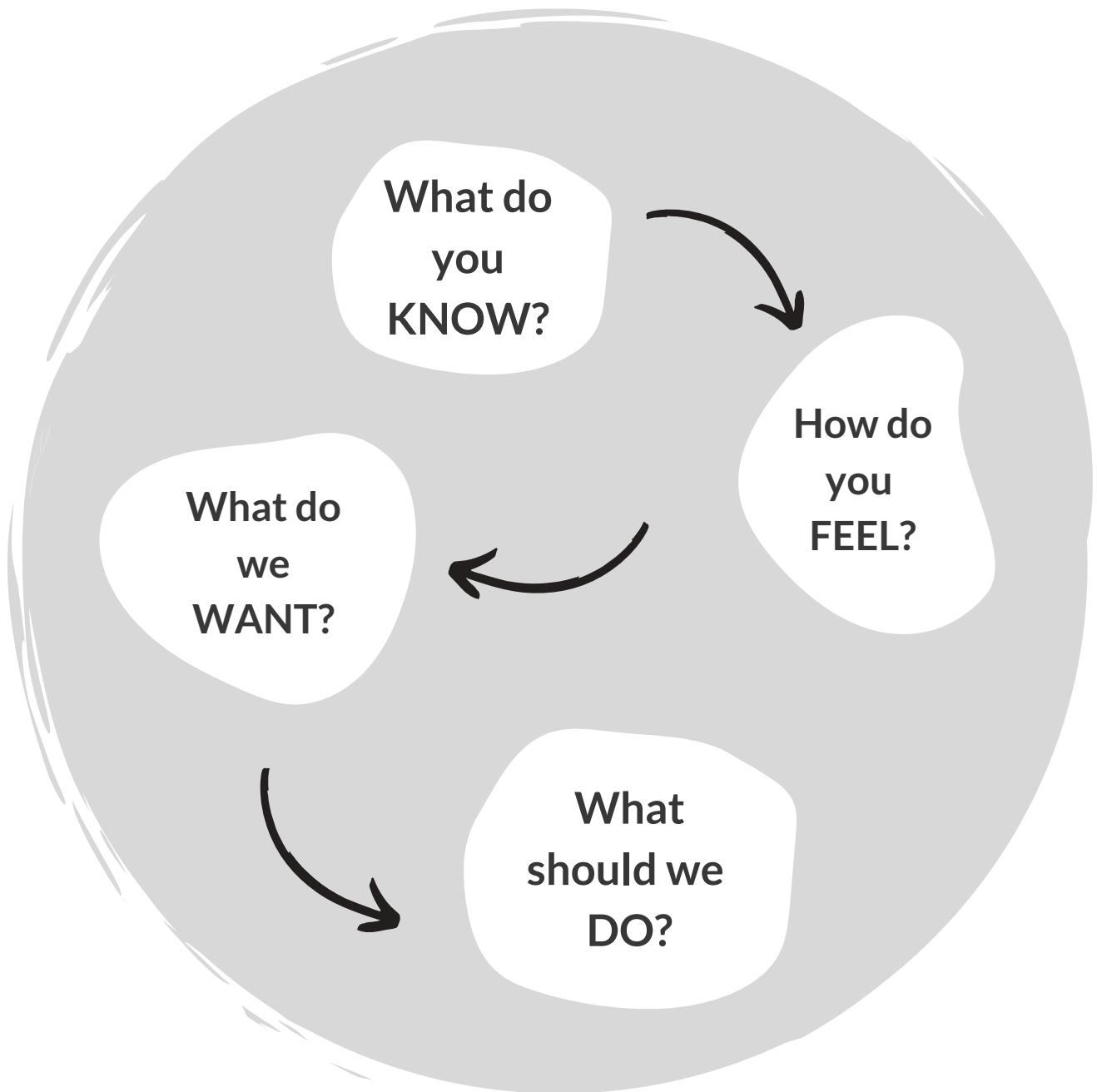
What do you think kids can do to take action on climate change?

When we work together we are powerful! Who can you join up with to make change happen? (e.g. your family, friends, classmates, community leaders)



CLIMATE CHANGE IS A BIG AND SOMETIMES SCARY TOPIC, BUT SHARING OUR THOUGHTS AND FEELINGS HELPS US CONNECT WITH EACH OTHER. WE'RE NOT ALONE IN THIS STORY!

What's it like to be a kid learning about climate change?



CLIMATE CHANGE IS A BIG AND SOMETIMES SCARY TOPIC, BUT SHARING OUR THOUGHTS AND FEELINGS HELPS US CONNECT WITH EACH OTHER. WE'RE NOT ALONE IN THIS STORY!

Teaching instructions:

This activity aligns with lessons about the impacts of climate change on plants and people. The goal here is to prepare for the **DEEP THOUGHTS** and **DARK FEELINGS** that can arise when discussing the threat climate change poses to the planet's ecosystems. Remind students that when our hearts hurt about climate change, it's because we love the people, places, plants, and animals around us. And that's a wonderful thing! **LOVE** is the source of our **COURAGE** to act and our **COMPASSION** for each other. So let's dive in!

SAY: In order to move from **AWARENESS** of climate change to **ACTION**, we need to dive into some deep - and sometimes dark - feelings. Here are some questions to help you through.

DO: Ask the kids to think about how climate change makes them feel. Invite them to circle the emotions they feel (or have felt in the past). If they're comfortable, invite kids to share with a friend or their parents.

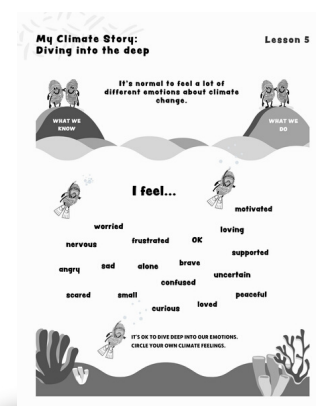
Option: Use the prompts on the teacher worksheet to open up discussion about managing deep feelings. Tie this activity to a mindfulness practice, a yoga session, a walk in nature, or another quiet opportunity for reflection.

Climate stories are
about using our



This lesson
focuses in on
VALUES and
EMOTIONS -
heart stuff in
the context of
climate change.

Lesson 5 Worksheet



How do we get from climate awareness to climate action?

Does climate change make you feel...

**Confused?
Scared?
Worried?
Uncertain?
Determined?**

Big feelings about climate change are normal, and it's OK to feel a lot of different feelings at once. Emotions bubble up because you are linked to other people, and to plants and ecosystems. If you get stuck feeling a certain way, take a deep breath. Find a quiet place.

**What do you hear your mind saying?
What do you feel your body telling you?**

**Try out some of these practices:
Smile.
Tune into your thoughts and feelings.
Turn to someone you trust.**

As thoughts come into your mind, smile, say "thank you" to the thought bubble, and picture it floating away. Remember that there are people around you who love you, and who want to help you work through your thoughts and feelings.

Who can you reach out to for support?

It's good to sit with difficult feelings, but it can also feel good to turn feelings into actions! Connect with others and share your story.

It helps when you can channel your fears into action. This won't make your tangled feelings go away altogether, but it's a great way to connect with other people and make the world better than it would otherwise be. We each have a role to play!

**Who can you join up with to take action?
What does helping mean to you?**

My Climate Story: Diving into the deep

Lesson 5



Climate storytellers: Stories in action

"Next, let's further explore how we can use our head, hands, heart and feet to steward healthy soil (Lesson 6) and support food and water systems (Lesson 7). This section looks at 'climate storytellers' who are focused on the health of people, plants, and the planet. These activities can be done as a class or in small groups. The stories demonstrate that anyone can take action. It's not about being a hero, it's about doing something that is meaningful based on who, what, where, when, and why we are! **Each storytellers shows courage and compassion, using their stories that help other people.**

SAY: When we share our climate stories with others, we help inspire other people to take ACTION. Let's tell our climate stories and work together, just like

DO: Ask the kids to read the story snapshot and/or look up a video or news article about the storyteller. Ask the students to use the template and write down or draw a 'snapshot' of this person's climate story.

Option: Integrate this activity with a lesson on community or civic engagement. Ask kids to think about why this storyteller is choosing to share their story with a wide group of people they don't know. How is this a choice based in the values of courage and compassion?

Climate stories are about using our



This lesson focuses in on **BEHAVIOURS** - how we can use our hands and feet to join in on climate solutions to make plants and the planet healthier.

Lesson 6&7 Worksheets



"I'm always amazed
by how clever
nature is."



Story Snapshot: Elaine Ingham

Image: symsoil.com

WHO: This is ELAINE INGHAM and she has a climate story. Elaine is a soil microbiologist. A soil microbiologist is someone who explores how soil works.

WHAT: Elaine uses what she knows about soil to teach other people about the links between healthy soil, healthy plants, healthy people, and a healthy planet!



WHY: Elaine has always loved microbiology, the study of tiny living things. She thinks people should be learning from plants!



HOW: Elaine teamed up with farmers and scientists to work together and learn about soil systems. She uses her voice to speak to groups about healthy soil.



Protecting soil is a
solution for
climate change!



"If the adults don't do enough, we have to do it."



Story Snapshot: Felix Finkbeiner

Image: therevolutionmovie.com

WHO: This is FELIX FINKBEINER and he has a climate story. When he was 9 years old he began planting tree to help the climate.



WHAT: Felix learned about climate change and decided to do something about it. He started planting trees because helps fight climate change!



WHY: Felix believes that kids don't have to wait for adults to take action. He knows that kids will have to fix problems in the future if we don't do it now.



HOW: Felix was inspired by Wangari Maathai, who planted 30 million trees in Kenya. Felix started Plant-for-the-Planet, an organization that plants trees around the world.



We can use our stories to support fight climate change!



"We all need water.
We wouldn't be able to
live without water.
Nothing would."



Story Snapshot: Autumn Peltier

Image: Linda Roy of Ireva Photography

WHO: This is AUTUMN PELTIER and she has a climate story. Autumn is a 15-year old water activist from Wiikwemkoong First Nation in Ontario.



WHAT: Autumn uses her voice to tell others about a lack of clean water in many Indigenous communities in Canada. She knows how important water is to everyday life.



WHY: Autumn cares deeply about the health of her community and other Indigenous communities, and she knows that you can't be healthy without clean water.



HOW: Autumn travels to places where important decisions are made. She shares what she knows in her head and what she knows in her heart about water systems.



We can use our
stories to support
healthy food and
water systems!



"Respecting food and valuing it... it's part of my identity."



Story Snapshot: Tammara Soma

Image: Tijana Martin, Globe and Mail

WHO:



This is TAMMARA SOMA and she has a climate story. Tammara is from Toronto, Ontario and she researches solutions for food waste problems.

WHAT:



Tammara uses what she's learned about food waste from her family and from her studies to bring other people together and create solutions.

WHY:



Tammara believes that everyone should have enough food to eat, and she knows that if we waste food, it's harder to feed everyone.

We can use our stories to support healthy food and water systems!

HOW:



Tamarra shows leaders how to put food first. With her research, she gets her hands dirty by sorting food waste and asking questions about it.



My role in the climate story: Let's take action!

This activity helps kids take what they've learned in the "People, Plants, and Planet" unit and the "My Climate Story" tool-kit and apply it to their own story and the stories of people around them. Using the same climate storyteller template from Lessons 5 & 6, this worksheet gives students kids a chance to interview someone about their climate story. They can also use it to tell their own climate story. The goal here is to highlight how just by talking about what matters to us, we can make a difference. There is also a climate action worksheet with ideas for connecting climate stories and solutions that engage head, heart, hands, and feet.

SAY: When we share our climate stories with others, we help inspire other people to take ACTION. No matter what your age, you can make a difference by sharing your climate story. What do you know, what do you feel, and what can you do to improve the health of people, plants, and the planet? Who do you see in the community taking action to address climate change? What motivates them to share their story?

DO: Use the climate storyteller examples as an introduction. Provide a blank template and ask students to use the prompts to interview someone about their climate story. Ask students to do a self-interview or have a friend ask them the questions. To accompany the story, ask students to draw a self-portrait or include a picture of the storyteller.

Option: Try integrating this activity with a lesson on community or civic engagement. Ask a carepartner, classmate or parent to help you, and share with the rest of the school.

Climate stories are
about using our



Lesson 8 Worksheets



This lesson focuses
in on **BEHAVIOURS**
- how we can use
our hands and feet
to join in on
climate solutions
to make plants and
the planet
healthier.



"This is not just weather, this is people."



Story Snapshot: Vanessa Nakate

Image: DeLove Photography, Twitter

WHO:



This is Vanessa Nakate. She is a climate activist from Kampala, Uganda. She uses her story to push leaders around the world to act boldly and prevent climate harms.

WHAT:



Vanessa saw other kids around the world striking from school, and she decided to join in and draw attention to how climate change impacts her home continent of Africa.

WHY:



Vanessa cares about fairness and how the planet sustains our lives. She speaks up about how African people, lands, and agricultural systems are harmed by climate impacts.

HOW:



Vanessa persisted in sharing her story, and she uses social media to spread the word. Now she works with other young people to push companies and governments to take action.

We can attract attention to our cause when we work together!



"You are never too small to make a difference."



Story Snapshot: Greta Thunberg

Image: ft.com

WHO:



This is Greta Thunberg and she has a climate story. Greta is 17 years old and she is from Sweden.

WHAT:



Greta organized students to strike for their future, and that of the planet. This got the attention of adults too, and she continues to tell her story around the world.

WHY:



Greta was feeling sad about climate change and she wanted to do something. She decided that she's not too small to make a difference.

We can attract attention to our cause when we work together!

HOW:



Greta turned to her family and friends to support her in telling her story to the whole world. She had to be brave but she wasn't alone, and now many other kids feel brave too!



My Climate Story: Interview Guide

Lesson 8

Choose a good quote
from your storyteller
and put it here.

Draw a picture
of your
storyteller
here

Story Snapshot:
Name of climate
storyteller goes
here!

WHO:

What is your storytellers name? What other important information should we know about them? Their age? Where they live? What they do with their time? Their job?

WHAT:



What matters to your storyteller? What kind of planet-friendly activities do they like to do? Who are they people they care most about?

WHY:



Who or what does your storyteller love most in the world? Why is climate change important to this storyteller?

Write a message
of support for
your climate
storyteller here!

HOW:



Who does your storyteller link up with to make the world a healthier place for plants, people, and the planet? Who do they turn to for support when they get discouraged?



My Climate Story: Interview Guide

Lesson 8

**Story Snapshot
of:**

WHO:

Name:

Age:

Location:

Other:

WHAT: The most important things to me are _____.



What kind of planet-friendly activities I like to do are _____.

WHY: What I love most is _____.



Climate change is important to me
because _____.

HOW: To make the world a healthier place for
plants, people, and the planet, I link up with
_____. When I need support, I turn to
_____.



My Climate Story: Interview Template

Lesson 8



Story Snapshot:



WHO:

WHAT:

WHY:



HOW:



What's the moral of this climate story? Action!

Need some more ideas to help inspire your climate story? Try out some of the approaches below.

Here are some different ways to help others and put your climate story into action!



Draw a picture, write a story, or make up a skit about kids in the future who live in a world where everyone is a super steward of the soil, a friend to food and water systems, and a courageous climate storyteller. Share it with a friend, or sibling, or your teacher or parent or grandparent.



Team up with a friend and make a list of your questions about climate change. Ask your teacher or a parent to help you contact an expert who can answer your questions. Share the answers with your class-mates or your family.

THANK
YOU

Pick a local action group already creating climate solutions. Draw a picture or write a thank you card for their team. Tell them what it means to you!

1 2 3



Choose three things that you can do every week to move your climate story forward. Include activities for learning, for mental health, and for connecting into change-making.

We each have an important role in climate solutions.








ACTIVITY
WORKSHEETS
GRADES 3-6

MY CLIMATE STORY

A TOOLKIT FOR WORKING THROUGH
THE MEANING OF CLIMATE CHANGE
WITH COURAGE AND COMPASSION





**The "My Climate Story Tool-kit" was prepared
for Little Green Thumbs by Rachel Malena-Chan,
EAS Solutions, 2020.**


**For information about adapting this tool-kit,
please contact**

rachel@ecoanxious.ca



**For more resources like this,
visit Eco-Anxious Stories at**

www.ecoanxious.ca



My Climate Story lessons can be used as stand-alone pieces, or as complementary activities with Plants, Planet, People lesson plans from Little Green Thumbs.

**PLANTS, PLANET, PEOPLE
LESSONS**

1. Plants, Planet, People
2. Plant Needs
3. Plant Adaptations
4. Plants, Us & Climate Change
5. Plant Needs & Climate Change
6. Soil Super Stewards
7. Food Waste Warriors
8. Take Action (Climate Storytellers)

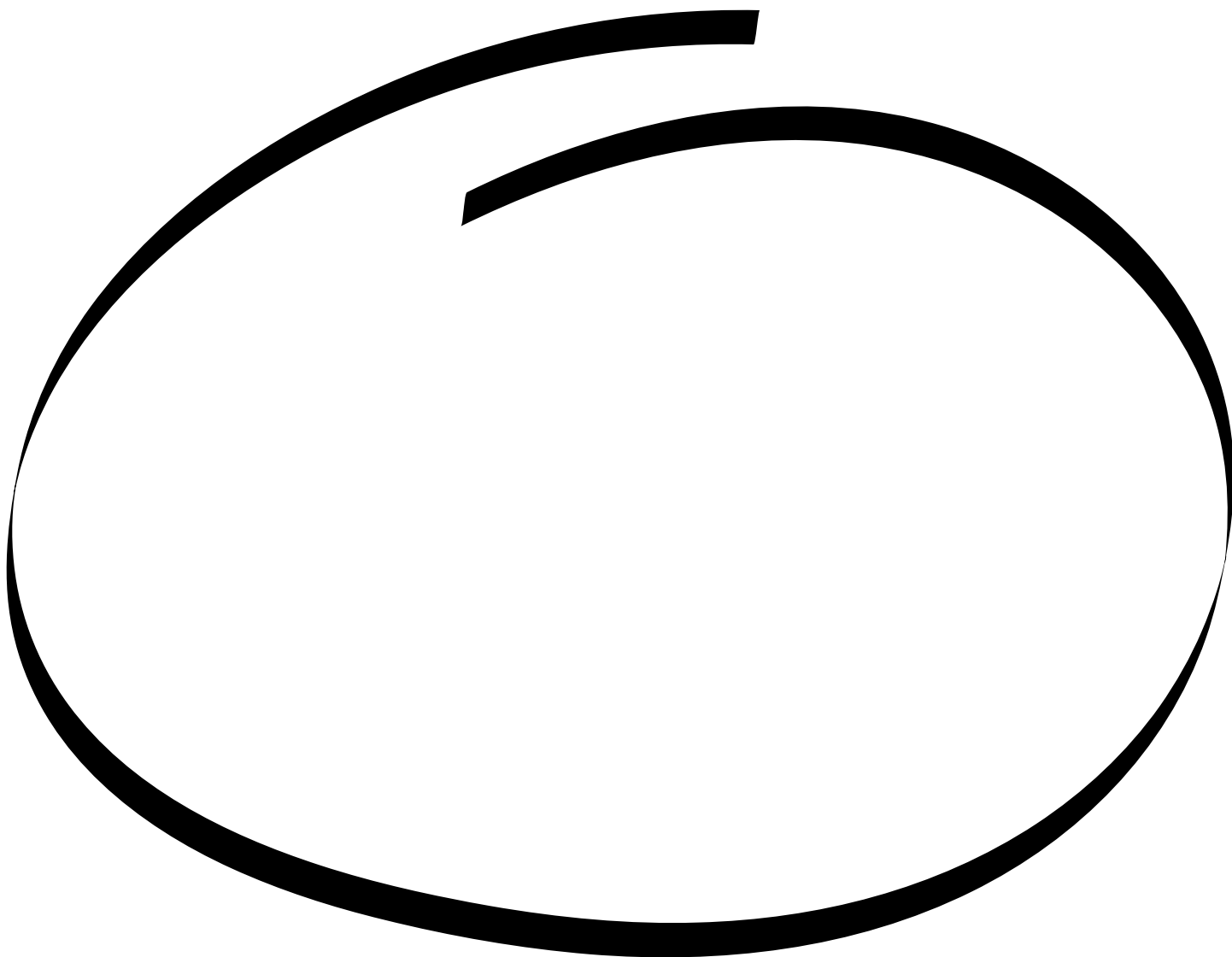
**MY CLIMATE STORY
ACTIVITIES**

1. Life is Linked
2. Healthy Homes
3. Choices make Change
4. Climate High-5
Sharing is Caring
5. Diving into the Deep
6. Climate Storytellers 1:
Super Steward of the Soil
7. Climate Storytellers 2:
Terrific Tree Planter,
Protector of Water Ways,
Friend to Food Systems
8. Climate Storytellers 3:
Telling My Climate Story

My Climate Story: Life is linked

Lesson 1

**I'm _____ and I'm an amazing living being!
Here's what matters in my story.**



**DRAW A PICTURE OF WHAT MATTERS MOST TO YOU
(PEOPLE, PLACES, ANIMALS, THINGS).**

My Climate Story: Healthy homes

Lesson 2

**Just like plants, we all need a healthy home to thrive!
It's the setting of the story.**



AIR I BREATHE



FOOD I EAT



LANDS I WALK



**STORIES THAT
MAKE ME SMILE**



**HOUSE I
LIVE IN**



**ANIMALS I
CARE FOR**



SONGS I HEAR



**CULTURE I
COME FROM**

MY NAME IS

**AND HERE'S WHAT
I LOVE ABOUT
MY ENVIRONMENT**



WATER I DRINK



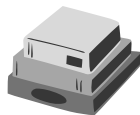
GAMES I PLAY



**THINGS OUTSIDE TO
SEE AND HEAR AND
SMELL**



PEOPLE I LOVE



BOOKS I READ



**COMMUNITY I'M
APART OF**



**YOUR HOME ENVIRONMENT IS A KEY SETTING IN THIS CLIMATE STORY.
DRAW A LINE BETWEEN YOU AND THE BEST THINGS ABOUT YOUR
ENVIRONMENT. ADD YOUR OWN IDEAS!**

My Climate Story: Choices make change

Lesson 3

What kind of character am I in this story?

I already make choices as...



YOU'RE AN IMPORTANT CHARACTER IN THIS CLIMATE STORY AS YOU MAKE CHOICES IN THE THINGS YOU DO, THE PEOPLE YOU SPEND TIME WITH, AND THE PLACES YOU GO. DRAW A LINE TO THE "ROLES" YOU PLAY AND FILL IN THE BLANKS. ADD YOUR OWN IDEAS.

My Climate Story: Climate high-5

Lesson 4

Can you remember these five key messages about climate change?

IT'S PEOPLE

2

IT'S BAD

3

WE'RE SURE

4

WE CAN LINK UP

5

IT'S WARMING

1

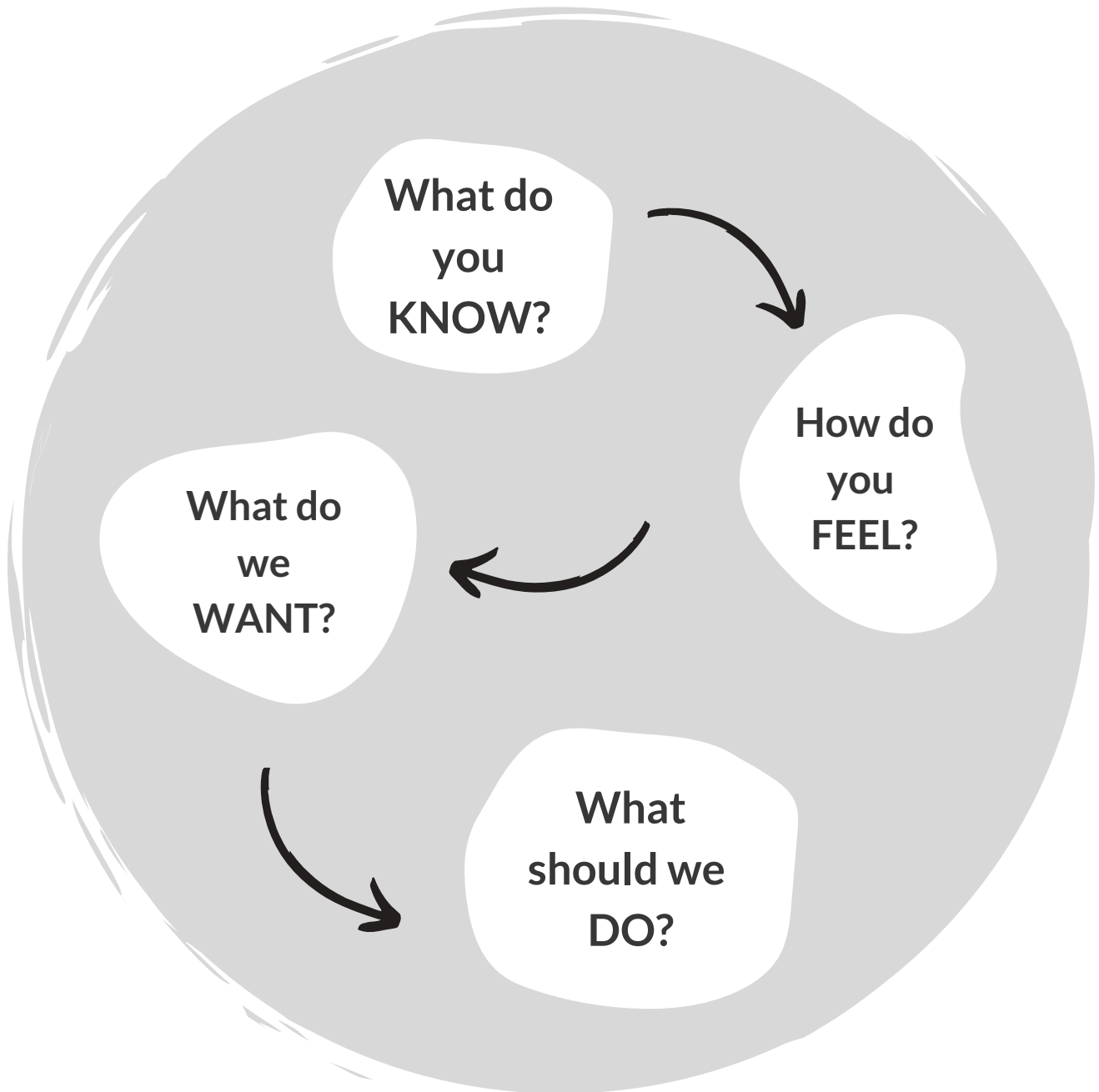
TRACE YOUR HAND AND PRACTICE SHARING THESE KEY CLIMATE MESSAGES WITH A FRIEND!



My Climate Story: Sharing is caring

Lesson 4

What's it like to be a kid learning about climate change?



CLIMATE CHANGE IS A BIG AND SOMETIMES SCARY TOPIC, BUT SHARING OUR THOUGHTS AND FEELINGS HELPS US CONNECT WITH EACH OTHER.

My Climate Story: Diving into the deep

Lesson 5

It's normal to feel a lot of
different emotions about climate
change.

WHAT WE
KNOW

WHAT WE
DO

I feel...



worried

motivated

nervous

frustrated

OK

loving

supported

angry

sad

alone

brave

uncertain

confused

scared

small

peaceful

curious

loved



IT'S OK TO DIVE DEEP INTO OUR EMOTIONS.
CIRCLE YOUR OWN CLIMATE FEELINGS.

My Climate Story: Super Steward of the Soil

Lesson 6

"I'm always
amazed by how
clever nature is."



**Protecting soil is a
solution for
climate change!**

WHO:

This is ELAINE INGHAM and she has a climate story. Elaine is a soil microbiologist. A soil microbiologist is someone who explores_____.

WHAT:



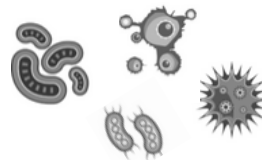
Elaine knows a lot
about _____.



WHY:



Elaine loves to look
under the microscope
at _____.



HOW:



Elaine teams up with
_____ to
make a difference.



My Climate Story: Super Steward of the Soil

Lesson 6

"I'm always
amazed by how
clever nature is."



**Protecting soil is a
solution for climate
change!**

WHO:

This is ELAINE INGHAM and she has a climate story. Elaine is a soil microbiologist. A soil microbiologist is someone who:

WHAT:

Elaine uses what she knows about soil to:



WHY:

Elaine loves to look under the microscope at:



HOW:

Elaine teamed up with farmers and scientists to:



My Climate Story: Terrific Tree Planter

Lesson 6

"If the adults don't
do enough, we have
to do it."



**We can use our
stories to inspire
climate action!**

WHO:

This is FELIX FINKBEINER and he has a climate story.
When he was _____ years old he began planting trees
to help the climate.

WHAT:



Felix learned about _____
and decided to do something
about it.



WHY:



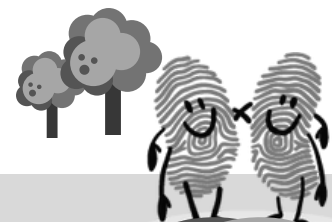
Felix believes that _____
don't have to wait for adults
to take action.



HOW:



Felix was inspired by other
storytellers and decided to start
Plant-for-the-Planet, an
organization that plants _____.



FILL IN THE BLANKS

My Climate Story: Terrific Tree Planter

Lesson 6

"If the adults don't
do enough, we have
to do it."



**We can use our
stories to inspire
climate action!**

WHO:

This is FELIX FINKBEINER and he has a climate story. When he was 9 years old he began:

WHAT:



Felix learned about climate change and decided to:

WHY:



Felix believes that kids don't have to wait for adults to:

HOW:



Felix was inspired by other climate storytellers to start a group to:



My Climate Story: Passionate Water Protector

Lesson 7

"We all need water.
We wouldn't be able to
live without water.
Nothing would."



**We can use our
stories to support
strong food and
water systems!**

WHO: This is AUTUMN PELTIER and she has a climate story. Autumn is a 15-year old water activist from _____.

WHAT:



Autumn knows how important clean _____ is to a thriving life.



WHY:



Autumn cares deeply about the health of her _____.



HOW:



Autumn travels to places where important decisions are made and uses her _____ to make change.



My Climate Story: Passionate Water Protector

Lesson 7

"We all need water.
We wouldn't be able to
live without water.
Nothing would."



**We can use our
stories to support
strong food and
water systems!**

WHO: This is AUTUMN PELTIER and she has a climate story. Autumn is a 15-year old water activist from:

WHAT:



Autumn knows how important clean water is to:

WHY:



Autumn cares deeply about the health of her community because:

HOW:



Autumn travels to places where important decisions to share:



My Climate Story: Friend to Food Systems

Lesson 7

"Respecting food and
valuing it... it's part of
my identity."



**We can use our
stories to support
strong food and
water systems!**

WHO: This is TAMMARA SOMA and she has a climate story. Tammara is from _____ and she researches solutions for food waste problems.

WHAT: Tammara learned about _____
from her family and through her research.



WHY: Tammara believes that everyone should have
enough _____



HOW: Tamarra uses
_____ to show
leaders how to put
food first.



My Climate Story: Friend to Food Systems

Lesson 7

"Respecting food and
valuing it... it's part of
my identity."



**We can use our
stories to support
strong food and
water systems!**

WHO: This is TAMMARA SOMA and she has a climate story. Tammara is from Toronto, Ontario, and she:

WHAT: Tammara learned about food waste from:



WHY: Tammara believes that everyone should have enough:



HOW: Tamarra uses her research to show leaders how to:



My Climate Story: School Strikers


Lesson 8


"This is not just
weather, this is
people."




**We can attract
attention to our
cause when we
work together!**

WHO: This is Vanessa Nakate. She is a climate activist from _____. She uses her story to push leaders around the world to act boldly and prevent climate harms.

WHAT:  Vanessa saw other kids around the world _____, and she decided to join in and draw attention to how climate change impacts her home continent of _____.

WHY:  Vanessa cares about fairness and how the planet _____. She speaks up about how African people, lands, and agricultural systems are harmed by _____.

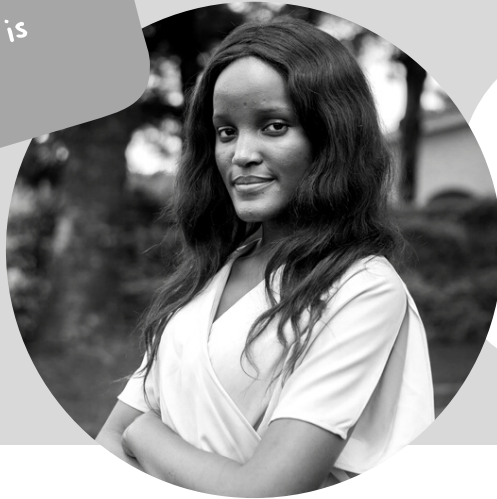
HOW:  Vanessa persisted in sharing her story, and she uses _____ to spread the word. Now she works with other young people to push companies and governments to take action.



My Climate Story: School Strikers

Lesson 8

"This is not just
weather, this is
people."



**We can attract
attention to our
cause when we
work together!**

WHO: This is VANESSA NAKATE and she has a climate story. She is from Kampala, Uganda and she uses her story to:

WHAT: Vanessa saw other kids around the world striking from school, and she decided to:



WHY: Vanessa cares about and speaks up about:



HOW: Vanessa joins up with other young people and uses social media to:



My Climate Story: School Strikers

Lesson 8

You are never too
small to make a
difference.



**We can attract
attention to our
cause when we
work together!**

WHO: This is GRETA THUNBURG and she has a climate story.
Greta is ____ years old and she is from _____.

WHAT: Greta decided to raise awareness about climate
change by not going to _____ on Fridays.



WHY: Greta was feeling ____ about climate change
and she wanted to do something.



HOW: Greta turned to her family and friends to
support her to _____.



My Climate Story: School Strikers

Lesson 8

You are never too
small to make a
difference.



**We can attract
attention to our
cause when we
work together!**

WHO: This is Greta Thunberg and she has a climate story. Greta is 17 years old and she is from Sweden. She is known for:

WHAT: Greta decided to raise awareness about climate change by:



WHY: Greta was feeling sad about climate change because:



HOW: Greta turned to her family and friends to support her to:



My Climate Story: Interview Guide

Lesson 8

Find a climate storyteller to interview!
What's the story?

Story Snapshot of:

WHO:

Name:

Age:

Location:

Other:

WHAT:



The most important things to me are _____.

What kind of planet-friendly activities I like to do are

_____.

WHY:



What I love most is _____.

Climate change is important to me
because _____.

HOW:



To make **theworld** a healthier place for
plants, people, and the planet, I link up with

_____. When I need support, I turn to

_____.



My Climate Story: Interview Template

Lesson 8

Find a climate storyteller to interview!
What's the story?

Story Snapshot:

WHO:

WHAT:

WHY:

HOW:



My Climate Story: Interview Template

Lesson 8

Now it's your turn! Ask someone to interview you
and share your story.

Story Snapshot:

WHO:

WHAT:

WHY:

HOW:



My Climate Story: Activating your story

Here are some different ways to help others and put your climate story into action!



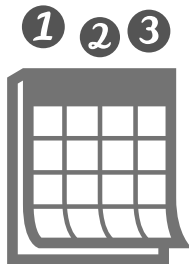
Draw a picture, write a story, or make up a skit about kids in the future who live in a world where everyone is a super steward of the soil, a friend to food and water systems, and a courageous climate storyteller. Share it with a friend, or sibling, or your teacher or parent or grandparent.



Team up with a friend and make a list of your questions about climate change. Ask your teacher or a parent to help you contact an expert who can answer your questions. Share the answers with your class-mates or your family.

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YOU

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