

## 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.

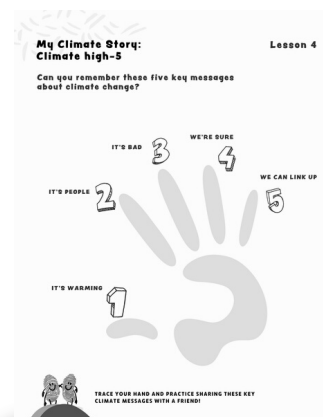
On the other hand, ask your students to think of five climate solutions or actions.

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
	<b>IT'S WARMING</b> 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.	<b>Thumbs up = too hot</b> <b>Thumbs down = too cold</b> Move your thumb back and forth to show how the temperature is out of balance.
	<b>IT'S PEOPLE</b> Some human activities cause pollution	Human-made systems are causing changes that impact the planet's environment, which people and plants depend on.	<b>Pointer finger = pointing</b> to ourselves as humans, pointing at the things people could do to stop pollution
	<b>IT'S BAD</b> 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.	<b>Middle finger = not good!</b> We don't point this finger because we don't want to hurt others
	<b>WE'RE SURE</b> 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.	<b>Ring finger =</b> You might give someone a <b>ring</b> if you're sure about how you want your future to look
	<b>WE CAN LINK UP</b> and make a difference	We might feel small, but when we link up together, we can make things better.	<b>Pinky finger =</b> small and not very strong on its own but perfect for <b>linking up</b> 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.

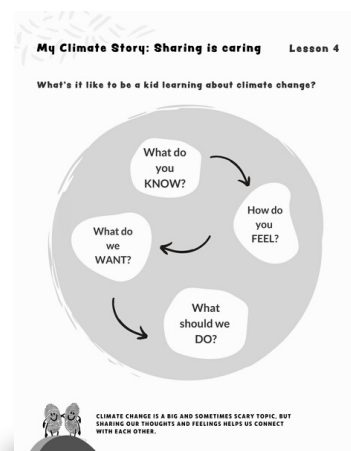
**Option:** Tie this activity to lessons about Indigenous Peoples and cultural practices based on sharing stories to learn, grow, and care for the Earth.

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### 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?**

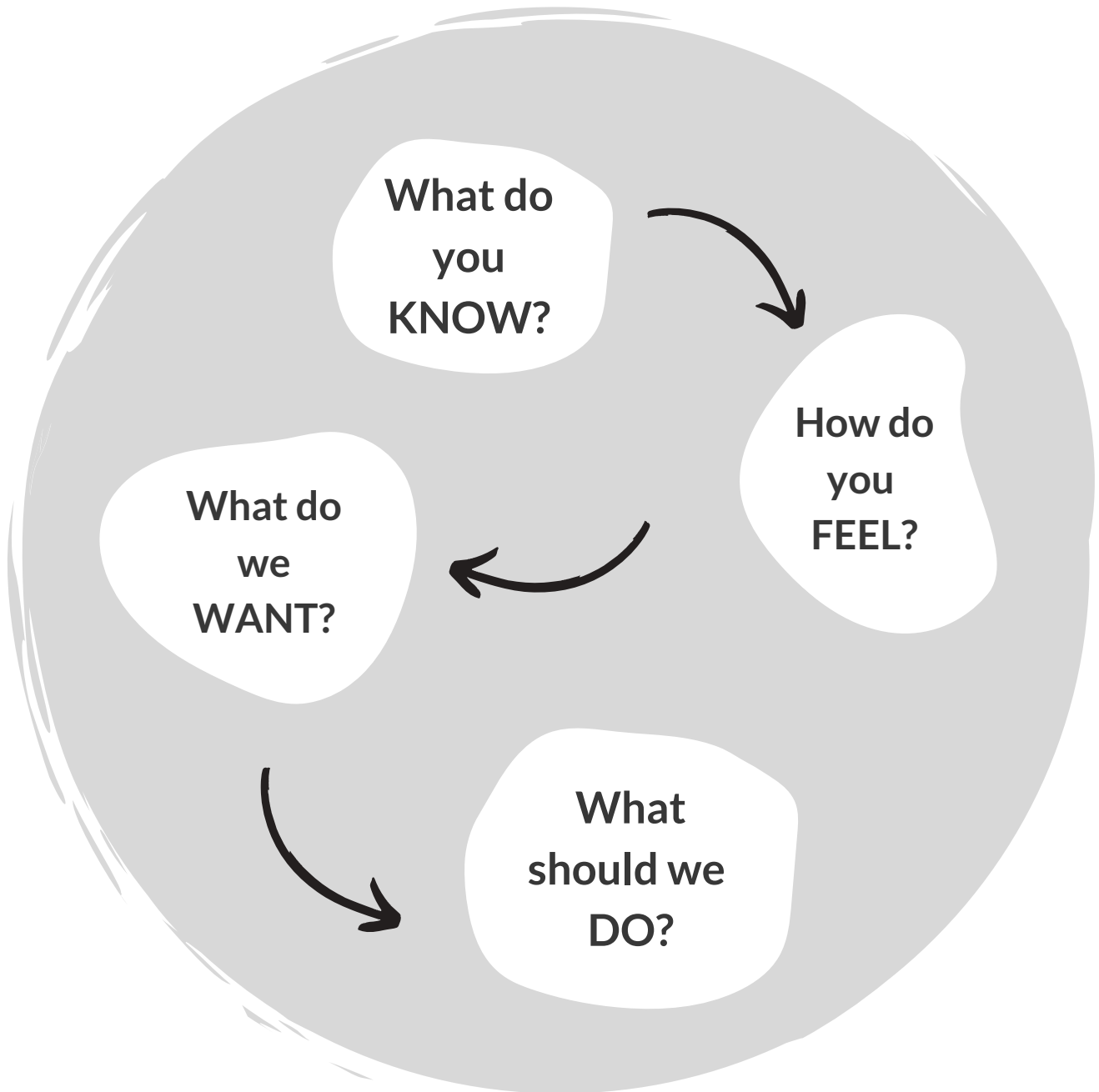
**What do you think kids can do to take action on climate change?**

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?



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