



KCI

Our Beautiful Planet

**Community Activity and
Discussion Guide**

**Climate Secret of
C O W S**

 **KIKIM MEDIA**

WELCOME

We hope this discussion guide sparks conversation surrounding climate change, including the problems we face and the solutions we might find.

The collection of **Our Beautiful Planet** videos are a beacon of hope in the face of a real and catastrophic issue. We hope that this discussion guide for **The Future of Shellfish** will educate you on solutions and inspire curiosity and grassroots action. But to do this, we need to encourage more conversations regarding climate change, which is why we've created this guide.

This is a global problem, but by working together to save the places we love... WE can be the solution.



We Hope These Films Inspire You to:

- **Learn More**
- **Find Creative Solutions**
- **Take Action**

A letter from KCI

As we launch into this new decade, we face more severe weather, wildfires, warming oceans, and changing habitats. The science behind climate change is indisputable and is no longer a down-the-line consequence or something that is only affecting others in a place far away. We know from scientists that this decade is paramount in addressing climate change before it is too late. We are facing a crisis, not only in our country, but globally. Yet, we struggle to talk about what is happening. We feel powerless to make the changes necessary to alter our trajectory.

How do we as communities figure out how to save what we love and what we value before it is too late?

At the Kennebunkport Climate Initiative (KCI), we know that by engaging communities locally and connecting them with what they love and value, we can start a movement. For an effective climate movement, we believe that all voices are necessary and powerful, especially youth. KCI encourages youth to lead their communities to act locally and think globally.

We want to empower individuals to use their circles of influence to create collective action to solve climate change. By engaging all voices, grassroots movements can grow, influencing others, and shifting policy. Throughout our history, our nation has overcome insurmountable obstacles through grassroots movements. Our history tells us that when a few are passionate and live by their beliefs, they can start a movement that creates real change.

Intended to engage people in climate change science without leaving them hopeless, [Our Beautiful Planet](#) is a collection of short films featuring scientists. These scientists discuss their research and possible solutions while communicating the impact of climate change in our communities. Our discussion guide provides the structure and the opportunity for discussions and activities around these film topics.

Our hope is for community members, students, and business and conservation leaders to discover their community places at risk and transition that small-scale understanding to a larger, global perspective. Communities will find solutions by listening, engaging, and collaborating to combat climate change in their town while at the same time seeing how to make an impact globally.

The more effective we are at communicating both the science and social aspects of mitigating climate change, the faster we can create powerful policies to combat the ticking clock.

We hope that these discussions and films will inspire the next generation of climate scientists, climate solutions, and community adaptations that create a better future for everyone.

By bonding together, we can decide what that future looks like!

Leia Lowery KCI Director of Programs & Outreach



A letter from Kikim Media

From roaming dust storms to underwater kelp farms...from mosquito habitats to the diets of cows...[Our Beautiful Planet](#) is a series of films that takes viewers on a journey with a diverse group of scientists researching unique windows into how we can understand and combat climate change.

Today, all of us on this planet are confronting the sobering consequences of climate change. Bigger hurricanes and forest fires. Radical shifts in weather and temperature that can and will disrupt our ability to grow food. Rising sea levels that threaten—within just a few decades—to make the world’s coastal cities uninhabitable.

But we’re far from helpless. We have a powerful tool at our disposal that can help us to understand climate change, find ways to adapt to it, and perhaps even slow it down.

That tool is science.

[Our Beautiful Planet](#) is our new series of short climate films that are constructed in a style designed to appeal to a broad general audience. At a time when we so badly need it, the public’s relationship with science is seriously flawed. Many people flat-out distrust science, or get confused and bogged down in misinformation. Part of the problem is the difficulty that scientists have in communicating with the public. [Our Beautiful Planet](#) helps to cut through this confusion by presenting research and scientific solutions to climate change in an accessible way. This is done by using less jargon and presenting interesting stories about scientists who are ordinary people, their passions for science, and the research they are doing which creates opportunities for striking back against climate change.

Kikim Media is partnering on [Our Beautiful Planet](#) with the Kennebunkport Climate Initiative (KCI) and the National Science Teaching Association (NSTA), which has produced supporting materials that will help teachers use these films in classrooms across the country. Not only is [Our Beautiful Planet](#) intended to help improve American science education by exposing students to what it’s like to actually do science, we also hope it will inspire a future generation to consider their own scientific careers.

[Our Beautiful Planet](#) doesn’t simply present the challenges of climate change as all doom and gloom. Our goal is to excite viewers through the various solutions that scientists are investigating across a myriad of fields of study. No one person, no one answer will stop climate change in its tracks. The solution will be a combined effort, and we hope that our film series will galvanize others to do their part to keep our planet beautiful.

With hope,

Kiki Kapany **Producer**

Edward Gray **Writer and Director**

Alyn Divine **Co Producer**

David Evans **Former Executive Director of NSTA**

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How to Use the Guide

This discussion guide initiates needed conversations and opens the door for brainstorming necessary actions to move forward. Learning about new challenges and possible solutions helps move people toward climate action. By encouraging community conversations, we inspire future scientists, actionable changes, and create the opportunity for change.

With every discussion, we hope to build a groundswell of knowledge and ideas critical to creating a grassroots movement that can influence the larger region, nation, and world.

This guide is set up to help facilitate community conversations about Our Beautiful Planet.

In this guide you will find:

- Suggestions on how to use the videos
- Suggestions on identifying and engaging stakeholders
- Strategies to have meaningful conversations
- A variety of questions to inspire conversations from multiple perspectives
- Activities and exercises to inspire deeper conversations
- Information about how to run a fishbowl (for a larger audience)
- Follow-up activities to spark action



About The Series

Our Beautiful Planet is a fascinating new series highlighting the work that climate scientists around the country are doing to solve some of the world's most pressing issues. These dedicated scientists are seeking to better understand and plan for the realities of our changing climate. Using cutting-edge technology and innovative problem solving, their answers are sometimes found in rather surprising and unexpected places.

Our series brings viewers along for some of the most important field work being done today, taking the science out of the classroom and into the real world. These compelling stories will not only teach our viewers crucial scientific principles, but we also hope to inspire them to use science to examine the issues affecting their own communities.

About the Films

Climate Secret of Cows

It may come as a surprise to you that one of the world's most loved agricultural animals, the cow, comes with a hefty environmental price tag. Cows and other ruminants release large amounts of methane into our atmosphere and at a greater rate than the world has ever seen before. Methane is 84 times more potent than CO₂! Ermias Kebreab, a Professor of Animal Science at the Davis Campus of the University of California, is trying to figure out how to reduce methane emissions from cows by changing their diet. Could an unlikely food from the sea change how they digest?

Sea Change

Oceans levels are rising, and we can see the effects now! Around the world, scientists are watching the Gulf of Maine. The Gulf of Maine is warming 3 times faster than the global average and 99% faster than any other body of water its size. As the water warms, its particles expand, amplifying the effects of sea-level rise. Scientists are trying to figure out why the Gulf of Maine is warming so fast. They want to spread the message that this is not just a problem for those on the Gulf of Maine, but a sign of a changed future for all of us! What can we learn from this scientist, and what can we do?

The Search Beneath the Sea

The Maine seacoast is an iconic hotspot, full of beautiful landscapes, crisp ocean views, and coastal fishing communities. However, off the shores, those beautiful landscapes and coastal communities are facing challenging changes. The Gulf of Maine is warming three times faster than the global average and 99% faster than any other body of water its size. To find out why Oceanographer Charles Tilburg and his students from the University of New England are embarking on a data collecting journey. They collect data about "heat content" and how greenhouse gases affect the oceans on a large scale. They hope that this data will answer questions and provide answers to what is happening to the Gulf of Maine, and the future changes it faces. Will they inspire solutions and future scientists to help mitigate and adapt to a changing Ocean?

The Superpowers of Seaweed

Our oceans are going through a historic change. As humans continue to burn fossil fuels, the oceans absorb one-third of the CO₂ we put in our atmosphere resulting in acidification. The more acidic ocean water puts many of our beloved marine animals, especially shellfish, at risk. Follow the journey of two scientists: Susie Arnold of The Island Institute and her colleague, Nichole Price of Bigelow Laboratory for Ocean Sciences, as they try to help coastal communities cope with the results of ocean acidification. Many coastal communities rely on the fishing industry for their livelihoods; these changes could greatly affect their way of life. Through science and research, can these two scientists work with each other and local communities to protect Maine's marine life with the help of an unlikely plant friend?

The Future of Shellfish

Markus Frederich, Professor of Marine Sciences at the University of New England, explores animal species "winners" and "losers" with climate change. Markus works and studies in the Gulf of Maine, where the temperatures are warming at an astonishingly fast pace. He also looks at the effects that it has on different shellfish. Sea creatures like the Green Crab, an invasive species on the Maine coast, are thriving in the warmer water. The American Lobster, a Maine native; and driver of Maine's economy, thrive in colder waters. What does this mean for the aquatic inhabitants of the Gulf of Maine? Who wins and who loses, as climate change continues to change the waters and the landscapes of our coastal communities?

How to Facilitate

Ways to use the videos:

Our Beautiful Planet films educate about climate change issues and possible solutions. We hope that these films will start conversations about the changes facing communities right now; and educate others on how, as a community, people can prepare for, mitigate, and adapt to the future. While these films look at specific issues in unique locations, we hope the discussions will encourage people to connect them with the broader issue of climate change. We also hope it encourages viewers to think globally, act locally, and possibly inspire future pioneers in science and climate solutions. After all, climate change is a global problem, but we can all be a part of the solution.

Tips to Facilitate Productive Conversation

Climate change can be controversial. Just mentioning the words brings about different emotions for each individual. Explore the following resources to get a sense of how the nation and your community think and feel about climate change.

- Watch the film first and familiarize yourself with the information. With a better understanding, you will be able to facilitate better dialogue.
- At the beginning of the film, alerting people to the end goal and subsequent conversation, ensuring that discussions lead to the desired outcome.
- Communication about climate change is best when it uses local data, tells a story, and is rooted in place.
- Create an open atmosphere where all views are valued and heard.
- Identify different perspectives. It isn't about convincing people of your perspective, but rather about understanding multiple perspectives and finding sustainable solutions.
- Be a confident communicator and use an authentic voice, not abstract ideas.
- Encourage people to find common ground with whom they are talking.
- **LISTEN, LISTEN, LISTEN-** Most people want to feel heard. Feeling heard makes people less defensive and more open to conversation. (you can use the listening exercise before any discussion as a warm-up)
- Connection with each other is the key. Climate change ultimately is a human story; people identify with the world around them through the human experience, not only statistics.
- Speak only for yourself and do not try to speak for others, or in generalities.
- Climate Change is a heavy topic. Try to end with hope, try having people imagine what their community or the world might look like if we solve the climate crisis. What about their lives might be better? What part in the solution might they play?



Finding the Stakeholders

Stakeholders are people and/or organizations that have a vested interest in the topic you are discussing. Stakeholders are people who may be actively involved in the topic/project, or will be positively/negatively affected as a result of the topic.

Determine who might know about changes in the community over time. Also, consider who can affect, or will be affected by, climate change.

Some examples might be:

- Town Managers
- Town Planners
- Business owners
- People living in an affected area
- School administration or facilities managers
- People who have lived in the town for many years with a historical perspective
- Land Trusts or other environmental groups
- Youth environmental clubs or action groups
- Rotary
- Fire, Police, EMS, and other safety workers
- Electricity Companies
- Sustainable businesses
- People in the industry affected by the film

Creative Ideas to Prompt Discussion

These are some suggestions about ways to structure conversations about the movie. Choose prompts that best fit your audience, but encourage people to look at the topic from multiple perspectives.

Pre and Post-Film Questions to Spark Conversation

This is an opportunity for people to test what they have learned in comparison to what they previously believed. For some, the film will resonate with their predetermined thoughts, but for others, there may have been a lack of awareness or different information that could spark conversation.

1. (Before) How do animals affect climate change?

(After) What did you learn? What surprised you that you didn't know before?

2. (Before) List some major greenhouse gases that are emitted into the atmosphere that cause climate change.

(After) How are cows affecting climate change?

3. (Before) What are some ways to reduce climate change effects by animals?

(After) What did Dr. Kebreab use to help reduce methane emissions from cows? How did he conduct his study?

Facts from the Film with Starter Questions:

- There are over 1 billion cows on Earth.
- Microbes in cows break down grass and other foods cows eat which cause them to burp methane gas.
- Livestock farming is one of the largest producers of methane gas in our atmosphere.

What is your reaction to these facts that were in the film?

Do you feel most people know this information? What do you think would change if people understood this information?

What are the major livestock in your area? Does livestock farming affect your community either positively or negatively?

Who else do you believe should be a part of the discussion about ruminants and climate change? What stakeholders do you believe can make the biggest impact on slowing down methane emissions?

Do you believe adding seaweed to livestock feed is an effective way to fight climate change? Is it accessible to all farmers?

Creative Ideas to Prompt Discussion

Gauge Understanding by Linking to the Big Picture

- If Methane has been in our atmosphere for billions of years, why is it a problem now?
- How could seaweed help the greater public? Could seaweed be a solution to more than one problem?
- Do you know day-to-day products that use seaweed? (toothpaste, shampoos, food, pharmaceuticals)
- In Dr. Kebreab's study, he used seaweed supplement cow feed and showed a reduction in methane gas from them. What are some other solutions to reducing methane gas from livestock and livestock farming?
- What are other ways we can reduce methane emissions?
- Why may some farmers not want to use seaweed in their feed?
- What are other ways cows and livestock disproportionately affect developing nations or vulnerable populations?
- Who else do you think should know about this? What other groups of people might not know and should know? What could they possibly do to help or create more awareness?



General Questions and Conversation Starters



- This film is important because _____
- What is one thing in the film that piqued your interest? Or what did you find surprising?
- What is the biggest contributor to methane gas in our atmosphere? What is an example of the largest source?
- How is a cow's biology affecting our climate? What other livestock might be having the same effect?
- What effect do livestock have on the ecology, economy, and socio-cultural aspects of our communities?
- If we cannot reduce methane from cows and other livestock, what are some other ways to balance out the ecosystem?
- What is something you learned that you think more people should know? What would change if more people knew about this information?
- Do you think Dr. Kebreab's study using seaweed in cow feed is hopeful to you? Do you think this would work well in your community?
- How can we get people to care about this issue? What information can we show them to show that this is their problem too?
- Dr. Kebreab believes in using science to reduce negative climate impact and make the next generation better. How important is this to you?
- What role do our news and media outlets play in communicating climate change? Does this communication have a positive or negative effect, and what could they do to help us move towards solutions?
- Who else should be included in this conversation? Who may be affected by this through their business or livelihood? What about their experiences brings value to the conversation? Do you have a personal story?
- We know about the science of climate change and have known about it for quite some time. Why have we not seen more movement towards sustainable solutions? What can we do differently to inspire change?



Activities

Activity 1: The 1:1 - Communication, Engagement, and Sense of Place

This activity is great for modeling good listening skills, creating a connection between people, and creating a personal connection to climate change through identifying personal special places.

Part 1 (pre-movie)

- a.) Hand out a small piece of paper to each person at the viewing and explain what they will be doing. Have a watch or a phone ready to be a timer.
- b.) Task: Each person should think of a place that they love. It can be anywhere - inside, outside, local, away. It doesn't matter, just think of a place that they love. Give people a couple of minutes to describe it or draw it on their paper. (It can be a drawing, bullet points, written description)
- c.) Have participants pair up with a person they do not know and designate person A and person B.
 1. 1 minute: person A has 1 minute to describe their place to person B when the timer starts. They are to talk for the whole 1 minute, but they have to stop when we tell them to stop. Person B may NOT talk. All person B may do is nod, they cannot add anything to the conversation.
 2. 30 Sec.: Now person B has 30 seconds to tell person A what they heard them say about their place.
 3. Repeat but reversing roles. This time person B is talking for 1 minute. They cannot reference person A's place in their own description.
- d.) Debrief with the participants: What did you notice? Was it hard to listen and not add your thoughts while the other person was talking? How did it feel to talk the whole time without interruptions?

On listening:

People have a desire to connect with others. Often we interrupt someone speaking with us to agree with them about what they are saying, but in doing so, we often take over the conversation. When discussing issues close to the heart, like the places we love or the environmental changes we see in our communities, it is important to actively listen to one another. Only add your voice when someone has completed their thought. By remembering how it felt to be heard and truly listened to, we can create meaningful dialogue about tough topics.

On our Places:

When everyone is thinking about a place they love, it unites them in that commonality. Though everyone has a different special place, they are finding common ground. This mutual understanding allows more empathy to enter the discussion when transitioning to the questions.

- e.) Next Question: How would it feel if this place was at risk? Or is your place at risk due to climate change?

Part 2 (post-movie)

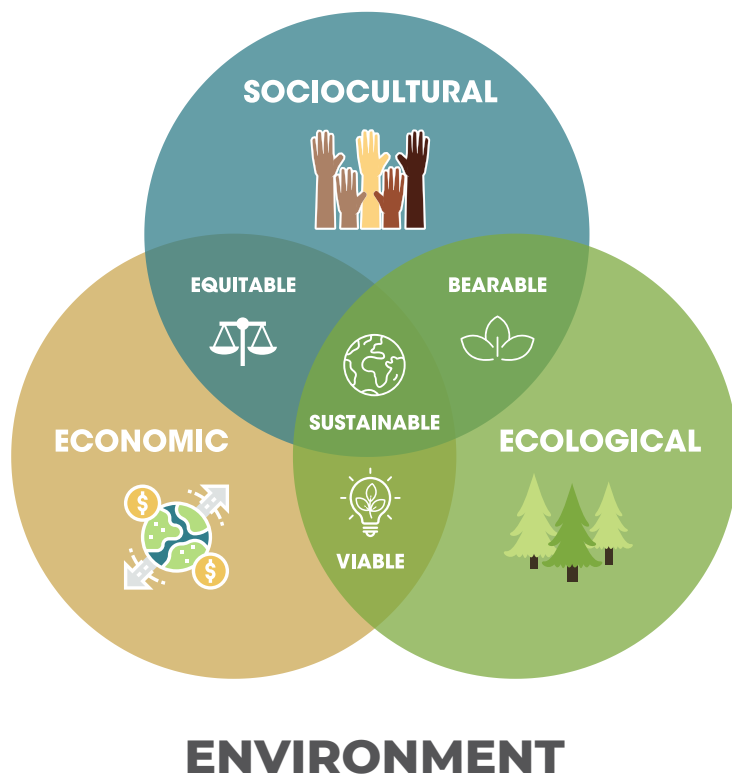
- What was the problem being researched in the movie?
- What was the cause of the problem? Could that problem affect your special place?
- Were there similarities between the location in the film, and your special place?
- Are there collective actions that we can take as a group to help our community become more s

Activities

Activity 2: Bring it Home

Two greenhouse gases that were already in the atmosphere are methane and carbon dioxide. However, livestock is a major sector that contributes methane into the atmosphere with cows being one of the major sources. Dr. Miltloehner from UC Davis shows that each cow produces about 220 pounds of methane into the atmosphere, with the number of cows in this world expected to be about 10 billion by 2050. Luckily, studies provided by Dr. Kebreab from UC Davis showed a reduction in methane gas being produced by cows when replacing grass with seaweed.

Lead a discussion about the livestock industry and its effects on the environment and the economy. Questions to² consider include: How does it affect everyone, even those not living near livestock? How can seaweed be beneficial for many, even to other communities? How does this topic affect your community directly or indirectly?



Activity 3: The 3 Lenses

Part 1: Set Up and View Film

Set up 3 tables with large sheets of paper at each table and pens.

Then, as a whole, watch the film. Have people list at least two stakeholder groups that are affected by this situation, and how. They don't have to agree with their statement or have a solution. Just have them start thinking about whom they believe can affect change or those who are affected by the situation.

Divide students into three groups, and assign them to a table - every group will visit each of the three tables during part 2.

Part 2: Travel Through the Points of View

Here, they will view the film through the lens associated with the table at which they are sitting. What are the positive effects of this lens and the negative? Each group must add at least one new item to the list at each table. It must be something new and can not be a repeat of what other groups have said.

Rotate until each group has visited all 3 three tables (lenses).

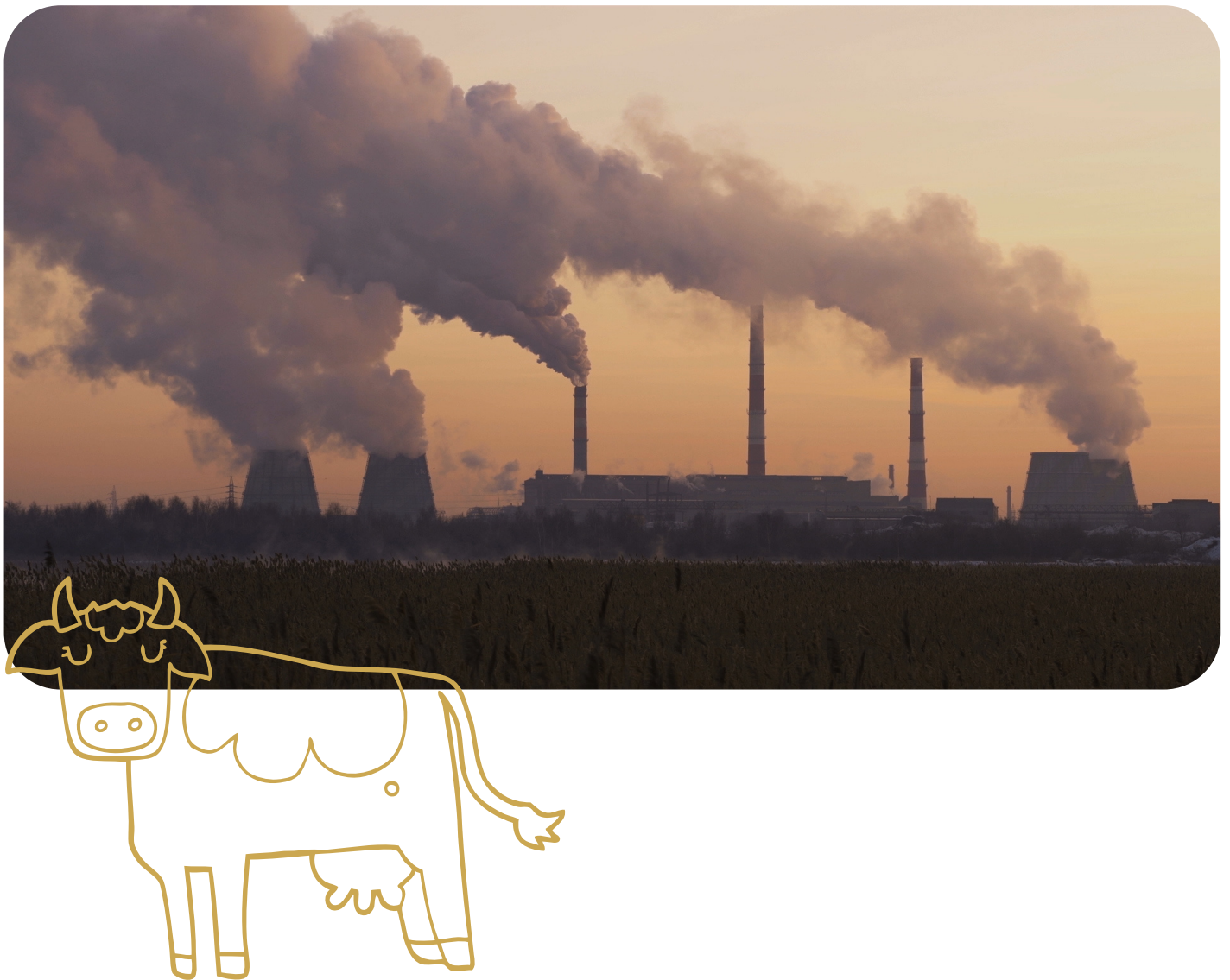
As a group, debrief. Ask each group to share the written items at their table. Discuss ocean acidification from the three lenses. You can also discuss Aquaculture and fisheries through the three lenses. What topics come up as possible disagreements or conflicts, and how might we overcome those to come to sustainable solutions?

¹ <https://www.ucdavis.edu/food/news/making-cattle-more-sustainable>

Activities

Question Suggestions for the 3 Lenses Perspective

- What, beyond the local impact of their research, are the possible ripple effects of Dr. Kebreab's work? How might these discoveries impact other climate change issues or other places?
- How do cows affect the atmosphere? How does seaweed affect cows? What should we be considering looking through each of the three lenses? (ecology, economy, and sociocultural)
- Why might there be resistance to change and resistance to address the issues of emissions from people working in the agriculture industry, if they know the effects of these activities on the environment?
- How might we communicate an effective message to groups represented by each of the three lenses?



Conversation

Climate change is a global issue that can sometimes feel so insurmountable it cripples people from taking action. People might ask themselves, "how can what I do personally make a difference to a world issue?" While this is valid, it is the wrong way to think about the issue.

Individual actions can lead to social mobilization, which is very effective. Think about a time when someone you respected in your circle of friends influenced you by something they were doing. That observation and acknowledgment can inspire action in you. We all have that ability within our own spheres of influence. What we choose to do can mobilize others around us. When this happens, and the action spreads from your sphere of influence to others and their friendship and influence groups, it becomes a grassroots social movement, and that can and does contribute to lowering greenhouse emissions on a larger scale.

These discussions and collaborations are the beginning of finding your way to be an influencer, normalizing climate-friendly behaviors and conversations, and making a difference in your community.

in Action

Individual Actions that influence:

***** We encourage engaging youth in your community through schools, clubs, or other organizations to join in these community actions. They are powerful change agents, enthusiastic participants, and the future of all our communities.**

Calculate your footprint project: Although this video discusses methane gas produced by cows, human activity also causes methane gas and carbon dioxide into the atmosphere. Calculate your own carbon footprint and find ways to reduce carbon footprint and consumption. This will help you see the activities you do are actually more sizable issues than you thought. This can be calculated by seeing how often you turn off the tap while brushing their teeth, how long your showers are, if you use reusable utensils and straws or not, and how often you use your car versus riding the bus or carpooling. After you calculate your footprint, be sure to share with your classmates and start a discussion about your findings. Invite feedback and try to find out what people may want to learn more about on the subject.

Webinar: Invite three people to be on a panel, each representing one of the three lenses. Perhaps a town official, someone from the agriculture industry, and a local land trust representative. Have an information session with questions for the panelists, then open to community questions. This can be helpful to get information through multiple perspectives and allows each attendee to see themselves in the problem and the solution!

Action Project to Address Methane Gas: Some action project examples: encouraging your community to carpool or take local transportation, community composting which lowers methane emissions, and educating the agricultural community about the benefits of using seaweed instead of grass to feed livestock. Pick a community-wide project that will spread awareness and lead to collective action.

Monitoring Project: Get involved with a citizen science monitoring project. Find universities or local organizations that are already monitoring the problem your community is facing and volunteer to be a part of the team that collects data. By participating in monitoring, you will learn more and have opportunities to engage others in a meaningful conversation and action.

Make Videos or Social Media Posts: Social media platforms are an effective way to communicate to the public. Just be sure to offer solutions to go with the information about the problem.

Local Assessment Activities

How do we bring these crucial issues to our local landscape? It is easy to feel disconnected from a topic when an example is in a faraway place or doesn't seem relevant to our day-to-day lives. In order to be effective, it is important to feel empowered by working together to save the places we love and live in. It is vital that we provide opportunities for all members of our community to thrive and live in environmentally sound places.

Think globally - Act Locally

Activity 1: Fishbowl Conversation

Fishbowl conversations are a great way to elicit multiple points of view about a topic and allow stakeholders to be interviewed in a controlled and open way that makes them feel safe to share their opinions and thoughts.

1. Identify Stakeholders from different points of view, and invite them to a forum or to a group zoom call. (Ex: town manager, fire chief/police officer, business owner, retiree, land trust director, town planner, parent, someone from public works, etc...)

2. Have questions formulated prior to the forum. Make sure to give them to your speakers prior. TIP: take the time to formulate well thought out questions that will elicit the information you want to know, or get across.

3. If in person, seat the interviewees in front of the audience in a semicircle so each person can see everyone else. (If online pre-determine the order in which they will answer questions.)

4. Ask one question at a time, allowing a few minutes for each person to answer the question from their perspective before moving on to the next question. Move in the opposite direction for the next question and continue back and forth until all questions are done.

5. Leave time at the end for general discussion, or for your panel to ask questions of the audience. Many times this type of forum will open communications between community members and stakeholders creating a wonderful dialogue.

Activity 2: Community Mapping

Community mapping engages community members in conversation about their local landscape. Having community members look at a local map and see how climate change will affect the places they know and visit regularly, makes finding solutions more urgent. Jointly looking at a map of the community allows for open conversation and questions specific to people's needs and fears. Community mapping can empower advocacy on environmental issues, support management of access to land and natural resources, as well as educate on the economic considerations of any plan.

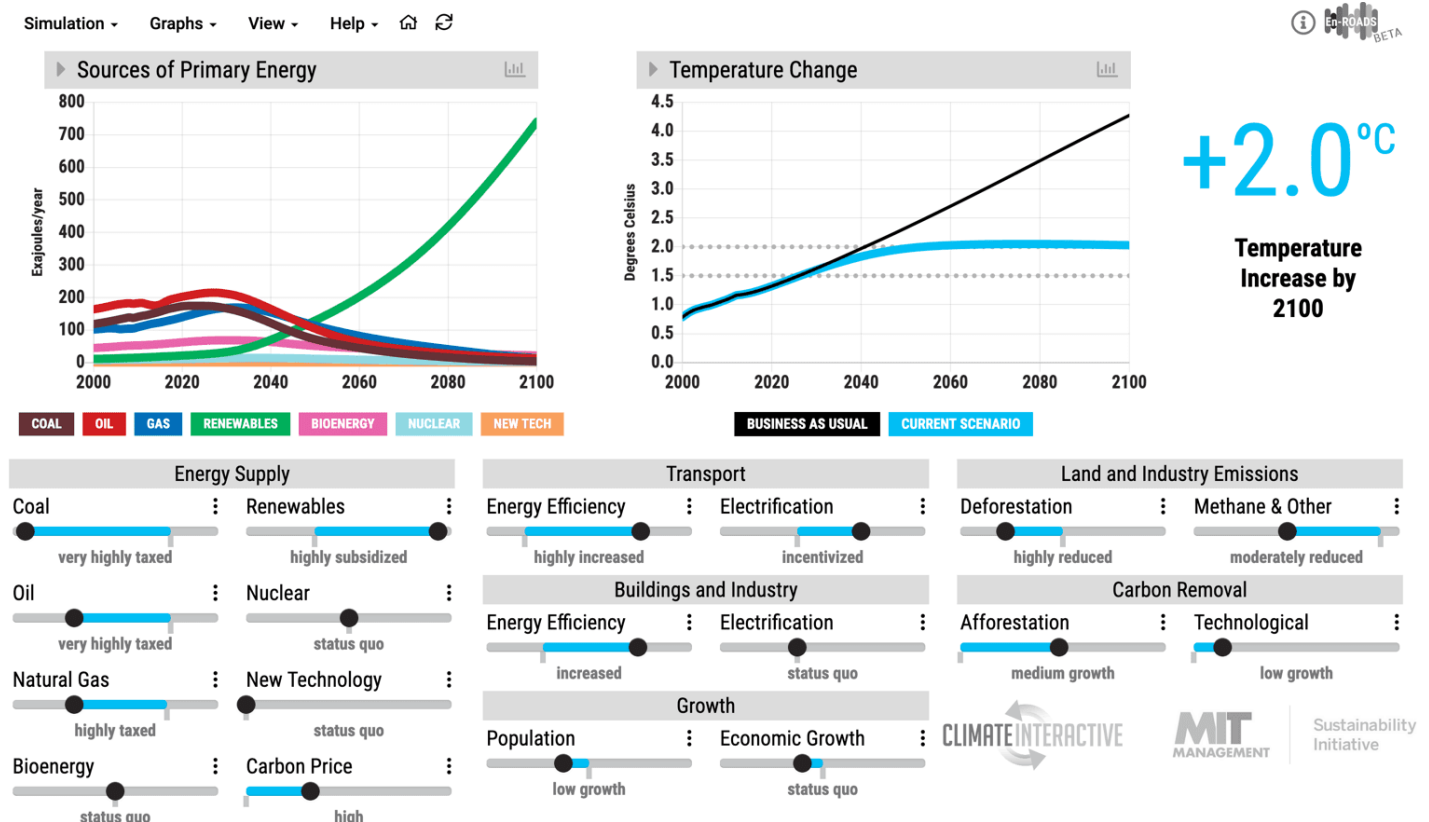
- Introduce community mapping and the role it plays in collaboration and community buy-in.
- Have a map of your town that is large enough for people to gather around at a table.
- Have people mark the places that are meaningful to them, places they love and want to protect.
- Next, make sure all the major assets to the town are marked and identified. (Main Streets, ocean, lake, rivers, forested areas, parks bridges, public works locations, etc...)
- Place sticky notes or circle places on the map that might be affected by climate change or affected by the issue addressed in the film. Make sure everyone has a chance to participate.
- Identify the places that are most at risk and the places that are options for solutions.
- Engage stakeholders with knowledge about the town and the current policies to give participants guidance on what solutions might be viable.
- Conclude with a few actions that individuals or the collective can take to save the places they love.

Local Assessment Activities

Activity 3: En-ROADS Simulation

En-ROADS is an online simulation for groups of people to investigate their solutions to climate change. Here is a [link](#) to the simulation. There, you will also find multiple resources to become more educated on the topic. This [link](#) will give you a 20-minute introductory video to En-ROADS. Here is a [link](#) to a two-page guide from KCI about the various levers. The goal of the simulation is to keep the temperature below 2°C or 3.6°F while maintaining a healthy economy and society. It is a great way to encourage people to look at climate change on a global scale but also bring it down to the local level.

- Separate into groups of 2-4 people and ask them to decide what they think the best solution would be to keep the temperature rise below 2°C or 3.6°F. (all must agree on just one action)
- Come back as together as a whole and try each group's scenario. How low did the group get the temperature?
- Engage in conversation about other solutions. Encourage people to look at the levers more deeply by clicking the three dots beside each lever which takes you to more information. You will see three icons:  the first allows you to see more graphs, and the "i" icon, gives you more information about the specific lever. The information button will include research on the topic, examples, and equity considerations. Reading this information is a great way to encourage further investigation into specific topic areas.
- Once you have gotten the temperature below 2°C, lead a discussion about what you learned. Are there solutions that your community could take on to lower emissions? Could you start community composting? Could you encourage an energy efficiency audit for governmental buildings? Could your town support community members to make their homes more energy-efficient saving them money and lowering emissions?



Examples of Actions, Resources, and More Information

Links to:

Policy, Mitigation, and Adaptation

The Ocean Foundation shows the research being done, the effects of climate change on biodiversity, policies, and proposed solutions.

<https://oceanfdn.org/ocean-and-climate-change/>

USDA's climate change policy on livestock operations regarding methane digesters.

https://www.ers.usda.gov/webdocs/publications/44808/7839_err111.pdf?v=0

This published study on methane mitigation.

<https://agupubs.onlinelibrary.wiley.com/doi/full/10.1029/2019RG000675>

This link shows NASA's mitigation and adaptation solutions.

<https://climate.nasa.gov/solutions/adaptation-mitigation/>

Social Movements and Social Change:

This links you to a chapter in a textbook about social change and social movements.

<https://opentextbc.ca/introductiontosociology/chapter/chapter21-social-movements-and-social-change/>

The Pacific Institute for Climate Solutions article on encouraging social mobilization.

<https://pics.uvic.ca/sites/default/files/uploads/publications/FINAL%20Social%20mobilization-Sussman%20Gifford.pdf>

For facts about methane and livestock:

[UC Davis](#)

[NOAA](#)

[EPA](#)

[National Geographic](#)

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