



Framing Environmental Issues and becoming a climate leader for mental empowerment

Climate Solutions - Teacher Guide

To learn more about these activities, please read the [Climate Mental Health Activities Introduction](#)

Please Note: This activity set provides lessons focused on mental health support for teachers and students learning about climate change. For background on climate science and teaching about climate change, please refer to the CLEAN teaching climate [pages](#). For more information on this resource set, please see the CLEAN climate mental health [pages](#).

Activity Summary

In this lesson, students will participate in a short scavenger hunt to familiarize themselves with climate change mitigation strategies and solutions for decreasing heat-trapping emissions.

Instructional Overview	
Grade Level	3rd grade - High School
Instructional Time	15-30 minutes
Learning Objective	<ul style="list-style-type: none"> To be able to consider and identify different personal strategies for mitigating climate change effects within one's own family and community. To be able to encourage conversations within one's family and community about effective and concrete strategies for decreasing climate change effects.
Social-Emotional Learning Focus	Responsible decision-making: The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. (CASEL core competencies : Responsible Decision-Making)
Strategies	4. Encourage and take action 5. Join and create community connection 9. Cultivate hope and resilience
Materials	<input type="checkbox"/> Internet browser access for each student open to this page <input type="checkbox"/> Paper <input type="checkbox"/> Pencil/pen
Sources and Research	<ul style="list-style-type: none"> Project Drawdown Hawken, Paul. Drawdown. Penguin, 2017. For a 5th-grade adapted version of Project Drawdown solutions, which includes a glossary, visit enacting climate.org. Strategies for managing climate change discourse for classrooms in which teaching climate change may be controversial:

Instructional Process

Students answer the following questions individually on a piece of paper with the Project Drawdown web page open, then discuss in pairs or small groups.



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Go to [Project Drawdown Table of Solutions](https://projectdrawdown.org/table-of-solutions/) (or enactingclimate.org for Drawdown solutions at a fifth-grade literacy level) and answer the questions below. If using Project Drawdown directly, begin clicking on the “scenario 1” column to sort solutions using this scenario from highest to lowest impact (this is the way in which the enactingclimate.org solutions are sorted).

1. List the top five solutions (the higher values in the scenario columns are the more impactful solutions).
2. What three solutions in the table are doable for your class to do starting today?
3. Choose one solution that is challenging to understand, read about it, and explain it to a friend or family member.

Students pair up and explain:

1. What they chose to expand upon in #3 with their partner.
2. What is most challenging for them about climate change solutions.

Closure

As a class, discuss:

1. What surprised you in the table of climate change solutions from the Drawdown Project?
2. What do you find most challenging about this topic?