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CLIMATE INNOVATION CHALLENGE

LESSON 1: MY/OUR ENTRY POINT

Mind Mapping:

"I/we are interested in _____ because _____, and I/we want to learn more about _____."

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LESSON 2: LOCAL CLIMATE ISSUES INQUIRY

Complete the table below for 2-3 local climate hazards.
Don't forget to link the source in parentheses after each piece of evidence: *ie.* (*https://www.climate.us/*).

Local Climate **Hazard**	**Evidence** *What is changing?* *What evidence supports this?* *Is the evidence based on historical data, projections, observations, lived experiences, or all of the above?* *What trends do you notice?* *Do different sources help us understand different parts of the issue? How?*	**Impacts** *What could this mean for your community?* *What infrastructure, ecosystems, or activities could be affected?* *What might be the economic, environmental, or social consequences?* *How could this impact your daily life, and how does that compare to how it impacts other parts of your community?*	**Questions** *What don't you know yet?* *What additional information would you need to understand this issue?*

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LESSON 2 WRAP UP: CLIMATE PROBLEM & RESEARCH QUESTIONS

My entry point:

Local **climate hazard(s)** connected to it:

People, places, and/or ecosystems **impacted**:

Why impacts may be unequal:

A person, organization, or group that could help implement this project:

One realistic place or setting for implementation is:

Questions I want to investigate: (*How might we...?)*

LESSON 3: CLIMATE SOLUTION EXPLORATION PLAN

A solution that could address this problem:

Is it:
☐ Mitigation
☐ Adaptation
☐ Both

How does the solution work?

Why might this solution work in our community?

How could this solution be implemented locally—by us or by others?

What challenges or barriers might we face?

Who would need to be involved?

What do we need to find out before moving forward?

-
-
-
-
-

Preliminary Claim:

We think _____ could help address _____ in our community because _____. Before we move forward, we need to find out _____.

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LESSON 4: CIC RESEARCH PLAN

Complete the research plan to determine **sources** and **methods** you will use to answer the research questions you wrote in **lesson 2** and **lesson 3**. As you plan, make sure your research will help you understand both whether your solution will work and what you need to know to put it into action successfully. Add additional research questions and rows as needed.

Research Question	**What sources could help us learn this?** A **source** is who or what the information comes from.	**What methods can we use?** A **method** is how you gather or access that information.
	• •	• •
	• •	• •
	• •	• •
	• •	• •

	• •	• •
	• •	• •

LESSON 4: CONDUCT CIC RESEARCH

- Use the table below to conduct research about the **climate hazard**, **impacts to people, animals,** or the **environment**, and the **feasibility of your proposed solution** using the sources and methods identified in your research plan. As you research, it is likely that you will uncover additional research questions.

- Remember to take **photos** and **videos** to document your research process. Link those and any **interview files** to this table so you can easily access them later.

- CIC projects require at **least 3 appropriate citations** to support your claims. See Climate Innovation Challenge Judging Rubric 2026/27 for more detailed information about project requirements.

Research Question Copy and paste from your research plan	**Credible Sources** List the sources you used to answer this question.	**Citations to Credible Sources** Create an APA or MLA citation for each credible source used.	**What I Learned** Bullet points **paraphrasing** information in <u>your own words.</u> Add more bullet points as needed.
			• •
			• •

			• •
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			• •
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LESSON 5: BUILDING YOUR CLIMATE STORY

1. Context: What does your audience need to understand first?
Introduce the issue, place, community, or situation. What information does someone need in order to understand the rest of your story?

2. Tension: What is changing or going wrong?
Identify the central problem or conflict. What makes this issue urgent, difficult, surprising, or important?

3. Stakes: Why should your audience care?
Who or what is affected by this problem? Consider people, communities, ecosystems, animals, places, or future generations. What could happen if nothing changes?

4. Evidence: What will make your story credible?
Choose the strongest research, data, examples, interviews, or observations that help your audience understand the problem. Rather than including every fact you found, select the evidence that best supports the story you are trying to tell.

5. Response: What can be done?
Introduce the solution or response you want your audience to understand. How does it address the problem you identified? What evidence suggests that it could make a difference?

6. Audience: What do you want viewers to leave thinking, feeling, or doing?
Decide what you want your audience to remember after watching the video. Is there a specific action they can take? A belief you want them to reconsider? A question you want them to keep thinking about?

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LESSON 5: WHAT MAKES A STRONG CIC VIDEO?

As you watch each CIC video, use the questions below to identify specific choices that help make the project effective. Focus on **what the students did** and **how you know**.

VIDEO NAME: _____

1. **Climate Understanding & Research:** What **climate issue** does the video address, and what **evidence** helps the audience understand the problem and its local impact?

2. **Solution Design:** What **solution** do the student(s) propose? How is the solution connected to the climate issue, and what makes their idea **realistic, creativ**e, or **effective**?

3. **Local Action & Community Impact:** How could this solution make a difference in the students' school, household, or community?

   If the students implemented their solution, **what evidence shows it in action?**
   If they did not implement it, **how clearly do they explain how it could be carried out?**

4. **Storytelling: What makes the story clear, engaging, or memorable?** What do the students want their audience to **think, feel**, or **do**?

5. **Video Production & Design: What choices make the video easy to understand and follow?** Consider visuals, audio, speaking, editing, text, titles, and other production choices.

6. What is one choice these students made that you could borrow, adapt, or try in your own CIC video?

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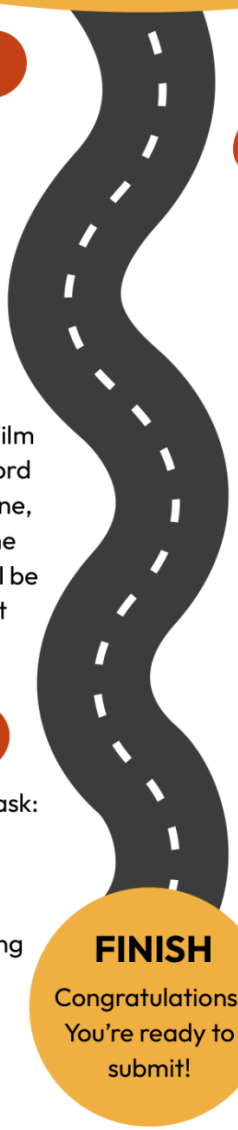
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CIC Video Creation & Submission Roadmap

Follow these 6 steps in order to film, edit, and submit your CIC project!

START

You have found a climate problem and your local solution. Now how do you turn this into a video for the Climate Innovation Challenge?



1 PLAN

Get your script, storyboard, and other materials ready. Review the Judging Criteria and make sure your video clearly explains the climate problem and your creative solution. Decide what your audience will see and hear in each part of the video.

2 GATHER

Collect everything you will need to make your video, including photos, video clips, drawings, props, interview questions, music, or materials for your project. Decide where you will film and what needs to happen before filming begins.

3 FILM

Use your script and storyboard as a guide. Film scenes, demonstrate your solution, and record your narration. If you are filming with a phone, think about lighting, sound, and keeping the camera steady. Make sure your audience will be able to clearly see and hear the important parts of your story.

4 EDIT

Use Canva Pro or another program to put your project together. Arrange your video clips, photos, drawings, and narration in an order that makes your story easy to follow. Add text, transitions, music, and other visuals where they help communicate your message. Remember that your final CIC video must be under four minutes and have captions.

5 REVIEW & REVISE

Watch your video from beginning to end and ask: Does my story make sense? Can viewers understand the climate problem and my solution? Can they clearly see and hear everything? Then complete a self-review using the CIC Judging Criteria Analysis. Edit as needed.

6 FINAL CHECK & SUBMIT

Before you finish, check that your video meets the CIC Judging Rubric and Competition Criteria. Then save or download your finished video as an MP4 file and watch the exported version one last time. Follow the CIC Submission Instructions to upload your finished project!

FINISH

Congratulations! You're ready to submit!

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Final Submission Check: Are You Ready to Submit?

CHECK YOUR EVIDENCE:

What are the 2–3 most important facts or pieces of evidence in your video?
Where did they come from?

Fact / Evidence	Source
_____	_____
_____	_____
_____	_____

- ☐ **I can explain where the important information in my video came from.**
- ☐ **I used trustworthy sources.**
- ☐ **I credited media that I did not create myself.**

BEFORE YOU SUBMIT: FINAL VIDEO CHECKLIST

- ☐ **Video length:** My video is under 4 minutes.
- ☐ **Audio:** Voices are clear and background music does not overpower speaking.
- ☐ **Lighting:** People and important visuals are easy to see.
- ☐ **Visuals:** My images, footage, and graphics are clear and help tell the story
- ☐ **Text on screen:** Text is short, readable, and stays on screen long enough to read.
- ☐ **Pacing:** No section feels unnecessarily long, rushed, or repetitive.
- ☐ **Sources:** Facts, statistics, images, music, and other outside materials are properly credited.
- ☐ **AI:** Any permitted AI-supported tools I used are disclosed according to CIC guidelines.
- ☐ **CIC Criteria:** My video clearly explains the climate issue, and my proposed solution.
- ☐ **Final watch:** I watched the exported MP4 from beginning to end before submitting.
- ☐ **Captions:** All spoken words are captioned, and I checked the auto-generated captions for mistakes.

Directions for adding captions on Canva: On your video, click on Text in the left-hand side panel.
Look under the Dynamic text section and select Captions.
Choose the specific video clip you want to transcribe (if you have multiple clips) and click Generate captions.
Edit the captions as needed

If you checked all of the boxes, you are ready to submit! Please follow the CIC Submission Instructions found on the CIC Curriculum. Good luck in the Climate Innovation Challenge!

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LESSON 6: CIC JUDGING CRITERIA SELF/PEER ANALYSIS

Criteria For Earning a 3 - Meets Expectations		Meets or Exceeds The Criteria?	How do you know?
Climate Understanding & Research	• The student demonstrates a clear understanding of a **climate change issue** and its **impact on a local area**. • The student uses **mostly relevant evidence** and **reliable sources** to support their claims • The student provides at **least three (3) appropriate citations**.	Exceeds Meets Does not meet	
Solution Design	• The student proposes a **clear adaptation and/or mitigation solution** that is **realistic** and **supported by some evidence.** • The students' **solution includes some original** or **creative ideas.**	Exceeds Meets Does not meet	
Local Action & Community Impact	• If the student **implemented** their project, the video clearly shows this solution in action in the local community, school, or household. • If the student **did not implement** their project, they present a clear plan for theoretical implementation, including who would be involved, and the steps to carry it out.	Exceeds Meets Does not meet	
Storytelling	• The student presents a **clear** and **engaging story** that communicates the message effectively. • The **call to action** is clear.	Exceeds Meets Does not meet	
Video Production & Design	• The video is **easy to follow** with clear visuals that match the message. • The student **speaks clearly** and communicates their ideas well. • The video contains an **opening title slide** with participants' name(s), grade, educator name, and the name of institution • The student does not fill the screen with **big blocks of text**.	Exceeds Meets Does not meet	