

Name: _____ Course: _____ Date: _____

VALUE CONNECTION AND CLIMATE ACTION

NATURE NURTURE

Inquiry: How does developing a stronger connection with the natural world help create personal resilience to address climate change and global sustainability?



ACTION PLAN

1. MY WORLD VIEW
2. ACTION SURVEY
3. GLOBAL RESEARCH
4. TAKING ACTION
5. LOCAL ACTIVITY
6. TAKING ACTION AGAIN
7. CRITICAL THINKING
8. MY ACTIONS
9. PRESENTATION

Important PDF Instructions

1. This Action Pack works best in Adobe Reader XI; download if needed.
2. Download this Action Pack and save it onto your computer.
3. Re-open Action Pack from your computer before working on it.
4. **WARNING - Do not work in your web browser or your work will not be saved!**

Goals

Please read over the following goals and keep them in mind as you complete your Action Pack.

**Inquiry:**

I can work with others to take a hands-on, minds-on, research-based approach to developing my knowledge and considering solutions to **global sustainability** problems.

**Creative/Critical Thinking:**

I can learn a lot about something, consider different points of view, and generate new ideas that will influence how I think and act in the future.

**Communication:**

I can talk with others about my area of interest, consider their points of view, use digital media to gain knowledge, and deliver an interesting presentation on my topic.

**Personal & Social Responsibility:**

I know what my own values are and they help me make wise choices for the health and well being of myself, my community and my world.

Glossary

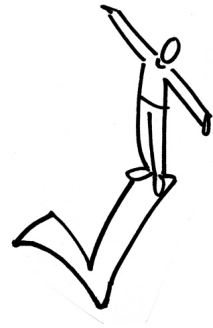
These words are in ***bold italic*** in your Action Pack.

Climate Change	Abnormal occurrences and long-term changes in global weather patterns caused by greenhouse gas emissions from human activity.
Ecosystem	A community of plants, animals and other organisms and all the interacting parts of their environment (air, water, soil, etc.) that live, feed, reproduce and work together as a system.
Elected Representative	A politician who has been elected by voters in a region to hold office in the municipal, provincial or federal government to represent the best interests of these citizens. Municipal, provincial and federal elected representatives are called City Councilors, Members of Legislative Assembly (MLAs) and Member of Parliament (MPs) respectively.
Family	For the purposes of this Action Pack, family will refer to the group of people with whom you are living.
Government	A system or organization that exercises authority and performs functions for the people of a designated country, province or local community.
Government Minister	An elected politician who is responsible for a provincial or federal government department, for example the BC Ministry of Environment & Climate Change Strategy.
Natural Resources	Materials provided by the Earth, such as minerals, forests, water, and fertile land that can be used for life to continue and by humans for economic gain.
Resilience	The capacity to recover quickly from difficulties; can spring back
Stakeholders	Individuals or groups (companies, communities, etc.) who have concerns or could be impacted by an issue.
Sustainability	Meeting the environmental, social, and economic needs of the present without compromising the ability of future generations to meet their own needs.

1. MY WORLD VIEW

We all have different “world views,” depending upon our personal values, life experiences and cultural background. Ideally, our “world view” grows and changes as we gain more knowledge, experience and consider other points of view.

Fill out the **WORLD VIEW & VALUES SURVEY**. You will fill them out again **AFTER** you finish the Action Pack. The World View Survey will be handed out by your teacher in class.



Indigenous wisdom presents another world view and values to consider:



“The old Lakotas were wise. They knew that a person’s heart away from Nature becomes hard; that a lack of respect for growing, living things soon leads to a lack of respect for humans too.”

~Luther Standing Bear, Lakota

2. ACTION SURVEY

Our personal integrity develops when we act in alignment with our values and our world view. We often see shifts in our actions as our knowledge about topics grows.



2.1 You might already be doing some of these actions. (Don’t worry if you aren’t yet; you’ll have a chance to do as many as you want in this Action Pack!) Complete Column A by giving yourself points for each action as outlined below. Add these up for the Total in COLUMN A.

Only complete Column A at this time.

<i># of points</i>	<i>If this statement is true for you or not</i>
0 points	= Not true
1 point	= Seldom true
2 points	= Sometimes true
3 points	= True most of the time

Action Survey

	<p><i>What Actions have I taken before?</i></p> <p><i>What Actions will I start taking?</i></p>	<p>A</p> <p><i>Done before Action Pack</i></p>	<p>B</p> <p><i>I intend to do this Action ✓</i></p>	<p>C</p> <p><i>I have done these Actions</i></p>
Personal Actions	1. I have learned to identify and locate an edible plant that grows wild in my area.			
	2. I have explored a natural sanctuary in my neighbourhood or city that I had yet to visit.			
	3. I have spent #_____ minutes every week in quiet contemplation and reflection in nature.			
	4. I have connected with a tree in my community. I found out information about this tree (e.g. name, how long it lives for, etc.), leaned against or sat with it and opened to feel a connection with it.			
	5. I have journaled on my connection to nature, and on why I think it is so important to protect nature.			
	6. I made a poster, drawing, or other form of artistic expression about nature.			
Household Actions	7. I have shared with my family what I have learned about the benefits of time spent in nature and why it is especially important in the context of climate change .			
	8. I have asked my family to join me for WEEKLY or MONTHLY walks or nature excursions.			
	9. I have taught my family and friends how to identify local plants or birds.			
	10. I have shared some quiet time in nature with a family member.			
School Actions	11. I have discussed the value of natural green space at my school that encourages birds and other wildlife to visit.			
	12. I started a nature club at school and organized nature-based field trips.			

Community Actions	13. I researched invasive species in my community and learned how to get involved in removing them.			
	14. I started a nature related group or club and coordinated outdoor excursions (hiking, camping, or a picnic in the park).			
	15. I joined an environmental organization and helped in their conservation, restoration or awareness projects.			
	16. I looked up and contacted (via phone, email or letter) my <i>elected representative</i> and/or the <i>government minister</i> responsible for this issue to state my concern and the change that I think is appropriate. List issue and change: _____			
	17. I found out about a civic rally or action that is calling for positive change to address <i>climate change</i> and participated in it. The action I took part in was: _____			
	18. I looked for this issue in the policies of different politicians and political parties and asked my <i>family</i> or other voters I know to consider this in upcoming elections. List issue: _____			
	19. My related action (teacher approved): _____			
What Actions have I taken?	A Before		C After	
Totals:				
	Starting Points Sustainability		Total Points Sustainability	



2.2 As you work through your Action Pack, tick off the Actions **you intend (or plan) to take** in **COLUMN B...** and then do them! IF you have already done all of the suggested actions, think of a new action, get it approved by your teacher, and write it in the last open space.

2.3 **AFTER** you have completed the entire Action Pack you will complete **COLUMN C.**

Name: _____ Course: _____ Date: _____

3. GLOBAL RESEARCH

Important information on this topic has been pre-researched for you. Gain access online with the URL that your teacher will provide. Then check out the websites and videos in the [Library of Links](#).



Information from these web links will answer your Research Questions in Section 3, inform your responses to the Critical Thinking Questions in Section 7, and support the Presentation you will be preparing for Section 9.

Discuss and compare different perspectives with other members of your group.

Research Questions

Based on what you have learned in your research, answer the following questions. Group discussions are encouraged but answers to the research questions are to be written independently. To avoid plagiarism, your answers must be in your own words. Please list the links you used to answer your questions.

3.1 What is the Gaia Hypothesis?

Did you know...?

Studies have shown that people experience an energizing effect from being in nature, above and beyond the effects of being outdoors. They are vitalized in a large part because of the “presence” of nature.

~[University of Rochester](#)

List the links you referenced:

3.2 Based on your research, define the terms “Deep Ecology” and “Shallow Ecology.”

Deep Ecology:

Shallow Ecology:

List the links you referenced:

3.3 Based on your research, list 6 benefits of spending time in natural spaces:

List the links you referenced:

3.4 What is Biophilia?

List the links you referenced:

3.5 What is Buen Vivir? How is it different from the common North American worldview, apart from traditional First Nations' perspectives?

List the links you referenced:

3.6 a) What does Dr. Robin Wall Kimmerer mean when she writes “the Earth asks us to pay attention”?

b) Dr. Robin Kimmerer points that Mother Earth gives us many gifts. Based on the article and your own ideas, what are at least four gifts that humans can offer the Earth?

List the links you referenced:

4. TAKING ACTION

Choose ONE (or MORE) action(s) from your **ACTION SURVEY** in the front of your Action Pack, check it off in **Column B** and record it below. Do the action(s) now



My chosen action is: _____

I will complete it by: _____

Name: _____ Course: _____ Date: _____

5. LOCAL ACTIVITY



How does this global topic relate to you personally?

Go to a natural space – it can be a convenient space, such as a nearby park, beach, forest, or some other natural sanctuary, where you will observe nature. Give yourself a little time and space to feel more connected with the natural world. Seek out a quiet, contemplative spot where you can sit comfortably to look and listen without speaking for 30 minutes (the last 15 minutes you may use to write some of

your observations). If possible, take a picture of your chosen space to share later.

a. Observe and reflect on any or all of the following:

- The peaceful balance of nature at work
- Any natural processes occurring around you (e.g., a bee gathering pollen, a flower about to bloom, a bird flying by or a fungus decomposing in a fallen tree)
- Lessons you can relate to from the processes and interactions you observe. Consider any metaphors or examples in nature that express universal wisdom (e.g., trees setting down roots to gather nourishment from the Earth and leaves reaching up to gather energy from the Sun, or squirrels storing nuts for a winter’s day when they need it)
- Use your imagination to experience what it is like for you to be “seen” by nature (instead of you doing all the seeing).

b. Record your findings in the RESEARCH CHART during, or immediately after your nature sitting

Research Chart

5.1 Complete Research Chart (use note paper if more space is needed)

<i>Your Nature Location:</i>	
<i>How did you feel before your nature sitting?</i>	
<i>What did you observe?</i>	
<i>What was it like to sit still for that long?</i>	
<i>Did you see any examples</i>	

<p><i>from nature that you can relate to your own life?</i></p>	
<p><i>Did you feel like nature saw and noticed you? If so, how so?</i></p>	
<p><i>How did you feel physically, mentally and emotionally when you settled into nature?</i></p>	
<p><i>How did you feel after this exercise?</i></p>	

So What?

5.2 How might fostering a deeper relationship with nature help people recognize the importance of environmental issues like *climate change*?

6. TAKING ACTION AGAIN

Choose ONE (or MORE) action(s) from your **ACTION SURVEY** in the front of your Action Pack, check it off in **Column B** and record it below. Do the action(s) now.



My chosen action is: _____

I will complete it by: _____

Name: _____ Course: _____ Date: _____

7. CRITICAL THINKING

Global *sustainability* issues are complex and considering different points of view can give us a stronger understanding in order to change for the better.



Costs and Benefits to Change

To avoid plagiarism, write your answers IN YOUR OWN WORDS.

7.1 What if people (including me) chose to connect more with nature? What would the costs and benefits be to all the different *stakeholders*? Label costs C and benefits B.

1. To me, personally (health, knowledge, values, etc.)

2. Environmentally (plants, animals, *ecosystems*, locally to globally)

3. Socially (people and communities, locally to globally)

4. Economically (financial systems, companies and *governments*, locally to globally)

7.2 Fast forward 10 years into the future ... good news! We have addressed the climate change crisis and restored right relationships with nature! You were a key player in this transition. Drawing on what you've learned with this Action Pack, what suggestions did you make to help create the solution?

Be as creative and bold as you would like with your answer, and feel free to use point form notes, sketches, mind maps or whatever else you need to flesh out your vision.

Name: _____ Course: _____ Date: _____

8. MY ACTIONS



Points for Global Sustainability

8.1 Now, return to your **ACTION SURVEY** in **Section 2**, and fill in COLUMN C by giving yourself points for all the actions you are now taking. Add up the total of COLUMN C to see your **TOTAL POINTS FOR GLOBAL SUSTAINABILITY**.

5-15	Great start! You have lots of choices for actions to increase your score.
16-31	You are well on your way to creating healthy, sustainable habits!
32 or more	WOW, Superstar! You are here to inspire others. Lead on!

Points for Change

8.2 **CHANGING** our habits is a big accomplishment! As we increase our awareness we will see the impact of each choice we make and even more ways to “be the change.” To give yourself points for trying new actions and being willing to change old habits, subtract the total of COLUMN A from the total of COLUMN C to get your total **POINTS FOR CHANGE**.

Total Column C: _____ - **Total Column A:** _____ = _____ **TOTAL POINTS FOR CHANGE**

3-6	You've overcome the hardest part to change – STARTING! Keep it up!
7-15	Well done! Keep consistent with your changes to create new habits.
16 or more	Way to be a CHANGE AGENT! Check out other Action Packs for more ideas.

Reflection on Taking Action

Answer these questions after completing your Action Pack (use more paper as needed)

8.3 What was rewarding about making a commitment to action and changing my behaviour?

8.4 What was challenging?

9. PRESENTING YOUR EXPERIENCE AND KNOWLEDGE

Your final Action Pack assignment is to give a presentation to your class summarizing your thoughts on the Inquiry you did in this Action Pack. This is your chance to share what you have learned and invite your peers to take action!



Presentation length: 5 - 15 min.

See ideas for your presentation below. Ask your teacher for further details.

Make sure your presentation includes:

1. **I Inquiry Process**
 - State the Inquiry question that you explored. Is this an important question we all need to be asking ourselves?
 - List the top 3 most interesting facts that you learned in your research.
 - Share the experience and results of your local activity
2. **T Creative/Critical Thinking**
 - Name some key *stakeholders* or *ecosystems* and their concerns or interests.
 - List some ways we can approach this issue more sustainably (both at industry and personal levels).
 - Share new ideas or conclusions you gained from completing the Action Pack.
3. **PS Taking Action for Personal & Social Responsibility**
 - What actions did you take?
 - What was it like to take personal action?
 - Share your personal experience exploring this topic and inspire others to take action.
 - Suggest ways your classmates can take action.
4. **C Creative Communication**
 - Engage with your audience; make eye contact, don't read off a piece of paper the entire time, and project your voice.
 - Be creative; how can you make learning about this topic fun and interesting? Consider the different presentation formats below.
 - Share personal stories that deliver key points.
 - Be passionate, persuasive and creative.

Creative Format Options

1. **PERSONAL STORY** Tell your personal story of what it was like learning about this environmental issue. What research facts surprised or upset you? Did people help you or react negatively to your questions? Has this topic grown in importance to you? What actions did you take? Will you continue to take these and other actions? How can this issue affect your life, now and in the future? How would you like your story to end?

Stories are one of the best ways to teach lessons of value, especially when they are personal and real. Although they often present challenges to overcome, the best ones leave us with a feeling of personal power and hope. Stories are the way Indigenous peoples have passed forward their wisdom over the years.

2. **GRAPHIC DEPICTION** Drawings that are labeled and explain the information you learned in the research. This could be pictures, images, a storyboard, or timeline, and should include how you will make changes in your life.
3. **MOCK DEBATE** You and your partner present two points of view, or two *stakeholders*, showing the facts that support both sides in the issue.
4. **PAINTING OR COLLAGE** An artistic representation of what you learned in the research and how you will make changes in your life.
5. **MOCK NEWSCAST** You are a TV journalist on the scene of an environmental situation and you are interviewing both sides of the issue. For example, trees being cut down, industry's waste going into a river, protesters with signs at a *government* office.
6. **NEWSPAPER** Create a newspaper page with various articles about both sides of the issue. You may include a cartoon that is relevant, a letter to the editor about the issue and columns with the scientific facts. Include what changes are needed to help with this issue in the world.
7. **POEM/PROSE/SONG/RAP** Present a piece of creative writing that expresses facts and personal feelings around your issue/topic.
8. **SKIT** Act out a script to demonstrate your understanding of the issue/topic. Explain the *stakeholders* on both side of the issue and how you will change your lifestyle to help.
9. **WEBSITE** Create a well-designed website that clearly leads the reader through the major issues, facts and opinions on this topic.
10. **POWERPOINT/PREZI** Create a visual presentation with strong images, graphs, even video, which complements and strengthens your verbal presentation. Remember to use images, not words!
11. **VIDEO** Create a video that describes the key points of the issue in a compelling way. This video can be an animation.