



Grade 9 : Ecological Justice

// 150 – 240 MINUTES

Turning Up the Heat on Climate Change

The politics and ethics of climate change

LEARNING OBJECTIVES

GUIDING QUESTION

Are Canada's political parties making just decisions regarding climate change?

MAIN LEARNING GOAL

Develop an understanding of how human actions impact the environment.

CURRICULUM EXPECTATIONS

Religious Education 9, Unit 6 (Be Just), Theme 3

- Define justice in terms of respect for the integrity and balance of creation.

Social Studies 9, 2.6

- How is a political party's philosophy reflected in its platform? (ER, PADM)
- How do government decisions on environmental issues impact quality of life? (PADM, ER)

Science 9, Unit C: Environmental Chemistry (Social and Environmental Emphasis), 3

- Comprehend information on the biological impacts of hazardous chemicals on local and global environments - by interpreting evidence for environmental changes in the vicinity of a substance release.

TEACHING STRATEGIES

METACOGNITIVE

Journal reflection

COGNITIVE

Reading, paraphrasing, analysis, Frayer concept map, graphic organizer, evaluation.

COLLABORATIVE LEARNING

Group activities in pairs and small groups.

EXPERIENTIAL LEARNING

Opportunities to engage with actions on individual/whole class basis.

CATHOLIC GRADUATE EXPECTATIONS

1. A discerning believer in the Catholic faith community who:
 - d. Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
3. A reflective, creative and holistic thinker who:
 - e. Adopts a holistic approach to life by integrating learning from various subject areas and experience.
 - f. Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.
7. A responsible citizen who:
 - i. Respects the environment and uses resources wisely.

Appendix includes Assessments, Resources, Prayer and Handout.



Development
and Peace
CARITAS CANADA



ASSESSMENT

1. Explain Canada's political party platforms on climate change based on their published policy, current events or current/recent election platforms, as appropriate.
2. Discern how these political parties' philosophies about the environment are reflected in their platforms on climate change.
3. Identify the potentially harmful biological impacts of the proposed actions within these platforms (actions that may involve the release of hazardous chemicals on local and global environments such as the Keystone XL and Northern Gateway Pipeline).
4. Analyze whether the campaign platforms of Canadian political parties include just actions on climate change, i.e. those that promote quality of life for its citizens, care for Creation, social responsibility, *solidarity*, and the *common good*.
5. Become aware of faithful individual and collective actions Canadian citizens can take to help mitigate the harmful effects of climate change.

KEY VOCABULARY

Social Justice

Quality of Life

Campaign Platform

Common Good

Solidarity

Stewardship of Creation

Climate Change

PRINCIPLES OF CATHOLIC SOCIAL TEACHING www.devp.org/cst

Common Good: We must all consider the good of others, and the good of the whole human family, in organising our society - economically, politically, legally. *Human Dignity* can only be realized and protected through our relationship with society-at-large. We must love our neighbours, locally and globally, and prioritize the good of the human family over commercial interests.

Solidarity: We are all part of the human family and we are all interconnected and interdependent. Loving our neighbour has global dimensions. We must see ourselves in others and collaborate toward solutions. *Solidarity* is the recognition that we are 'all in this together', and is a commitment to strengthen community and promote a just society.

Stewardship of Creation: The Earth is sacred. Creation has its own intrinsic value. We have a responsibility to protect and to cherish the Earth's ecological diversity, beauty and life-sustaining properties. Together, we must hold it in trust for future generations.

Peace: To be in right relationship with God and with each other. *Peace* is the fruit of Charity and the consequence of Justice. It is the sign of *caritas* in action.



PREPARATION

// 10 – 20 MINUTES

Review videos and resources to select those most appropriate to your group.

PART 1 – SEE

// 60 – 90 MINUTES

MINDS ON (HOOK)

Leading Question: *What is it like to sit inside a car on a hot afternoon?*

Briefly invite responses from students: uncomfortable, hard to breathe, sweaty, stuffy, etc.

LINK CONCEPT

Teacher: *Scientists have proven that rising temperatures have negative impacts on the environment.*

In other words, the earth is showing similar symptoms to those we might experience if trapped in a car on a hot day. The earth's atmosphere is becoming too thick for heat to escape.

How will this affect our quality of life?

We will examine scientific evidence of climate change and its negative impacts.

We will then focus on how different political parties have addressed climate change in their platforms, and which plan is the most just in terms of improving not only our own quality of life but that of future generations.

STUDENT LEARNING OBJECTIVES

Objectives should be visually presented for students to review them.

KEY TERMS

Students will briefly explore key vocabulary using a concept definition map, word placemat, or other appropriate strategy/tool.

EVIDENCE FOR CLIMATE CHANGE

// 30 MINUTES

To understand what climate change is, and its impacts on the environment, students can:

Watch one of the following videos:

- IPCC. (2013, November 21). English - Climate Change 2013: The Physical Science Basis, 9mins. [Video File] Retrieved from: <https://www.youtube.com/watch?v=6yiTZm0y1YA>
- International Geosphere - Biosphere Programme. (2013, November 19). Climate Change: The State of Science, 4mins. [Video File] Retrieved from: https://www.youtube.com/watch?v=_EWOzQ3L-c
- National Geographic. (2007, May 18). Global Warming 101, 3mins. [Video File] Retrieved from: https://www.youtube.com/watch?feature=player_embedded&v=oJAbATJCugs

Read the following texts:

- Development and Peace. (2015). Feeling the Heat. Retrieved from: https://www.devp.org/files/documents/materials/feeling_the_heat_0.pdf
- Global Catholic Climate Movement. (2015). Climate Change Facts. Retrieved from: <https://catholicclimatemovement.global/climate-change-facts/>
- James Wakelin. (2015). What is Climate Change? Retrieved from: <https://achangingclimate.org/whatisclimatechange/>
- James Wakelin. (2015). What is Global Warming? Retrieved from: <http://achangingclimate.org/what-is-global-warming/>

INTERACTION: THINK - PAIR - SHARE

// 30 MINUTES

Teacher: *Reflect on what you have learned through the videos about climate change, then turn to a classmate and discuss these 4 questions:*

1. *What is 'climate change'?*
2. *What are its causes?*
3. *What are its impacts on humans?*
4. *What are its impacts on the environment?*

PART 2 – JUDGE

// 50 – 70 MINUTES

WHOLE CLASS DISCUSSION ON CLIMATE CHANGE AND ITS IMPACTS ON QUALITY OF LIFE

Teacher: *How does climate change impact the quality of life for present and future generations?*

SMALL GROUP WORK: CLIMATE CHANGE AND QUALITY OF LIFE

Teacher: *In small groups of 3-4 students, please identify the ways in which climate change can affect quality of life by researching the infographics.*

Distribute infographics as online or printed resources, as well as the 'Climate Change and Quality of Life' student worksheet (see Appendix "Assessments" section) to record ideas. While working cooperatively in small groups of 3-4 to complete this activity, each student will record his or her ideas on their own individual worksheet as well as the group's worksheet.

SUGGESTION: Each student in the group can record their notes on the group worksheet using a different colour to encourage individual accountability.

Different roles can be assigned to each member of the group: facilitator, time-keeper, etc.

WHOLE CLASS DISCUSSION ON CLIMATE CHANGE AND JUSTICE (ECOLOGICAL JUSTICE)

Teacher: *In June 2015, Pope Francis released an encyclical on the environment, the first of its kind in the history of the Catholic Church. It is titled Laudato Si', which means "Praise Be to You". In this encyclical Pope Francis reminds us that social justice and ecological justice are inseparable; caring for people includes caring for creation:*

"A true ecological approach always becomes a social approach; it must integrate questions of justice in debates on the environment, so as to hear both the cry of the earth and the cry of the poor."

— Laudato Si', 49

"Everything is connected. Concern for the environment thus needs to be joined to a sincere love for our fellow human beings and an unwavering commitment to resolving the problems of society."

— Laudato Si', 91

"We are faced not with two separate crises, one environmental and the other social, but rather with one complex crisis which is both social and environmental. Strategies for a solution demand an integrated approach to combating poverty, restoring dignity to the excluded, and at the same time protecting nature."

— Laudato Si', 139

Discuss the related Catholic Social Teaching principles, *Stewardship of Creation*, *Solidarity* and *Common Good*:

Common Good: We must all consider the good of others, and the good of the whole human family, in organizing our society – economically, politically, legally. *Human Dignity* can only be realized and protected through our relationship with society-at-large. We must love our neighbours, locally and globally, and prioritize the good of the human family over commercial interests.

Solidarity: We are all part of the human family and we are all interconnected and interdependent. Loving our neighbour has global dimensions. We must see ourselves in others and collaborate toward solutions. *Solidarity* is the recognition that we are ‘all in this together’, and is a commitment to strengthen community and promote a just society.

Stewardship of Creation: The Earth is sacred. Creation has its own intrinsic value. We have a responsibility to protect and to cherish the Earth’s ecological diversity, beauty and life-sustaining properties. Together, we must hold it in trust for future generations.

Teacher: *Considering the key message of Laudato Si’ and these Catholic Social Teachings, do you think climate change is a social justice issue, an environmental issue, or both?*

Help students make connections between earlier discussion on climate change and quality of life issues. For example, climate change impacts quality of life, and those who are marginalized tend to suffer the worst consequences of climate change, whether they live in Canada or elsewhere around the world.

“Climate change is dramatically altering the planet as we know it. The poorest people contribute the least to climate change yet are hit hardest by its impacts – but we are all affected. From the southern Alberta floods to Super Typhoon Haiyan in the Philippines, the lives of millions of people are being harmed by climate change. The poorest in the Global South, however, are struggling most to survive in the face of prolonged droughts, extreme storms and sudden floods. Development and Peace believes that it doesn’t have to be this way. We can address the root causes of climate change and help people adapt to its impacts.”

— Development and Peace, 2015 Fall Education and Action Campaign - Action Sheet

“Climate change affects the poorest countries most severely. Yet Canada has emissions per capita that are 150 times higher than those of Ethiopia. It’s true: those who do the least to cause climate change suffer the most.”

— Development and Peace, 2015 Fall Education and Action Campaign - Action Sheet

PART 3

// 60 – 80 MINUTES

SMALL GROUP WORK: CANADA'S POLITICAL PARTY PLATFORMS ON THE CLIMATE – JUST OR UNJUST?

Teacher: *We will now divide into small groups and prepare for a debate. Each group will represent one political party's positions on the topic of climate change. You will have 20 minutes to prepare your points by researching as much as you can on ecological issues from your political party's campaign information. You should be able to address each issue in terms of both its ecological impact and its impact on people.*

Divide the students into groups and allow them time to research as a group.

Students should be provided appropriate level reading material on each party platform pertaining to environmental issues. Print material or online sources can be used.

NOTE: Ensure ELL students are given the right support to participate in the learning process by providing adapted material (e.g. glossary of unfamiliar terms).

Have each group select one speaker – these will be the party leaders. The other students can be assigned the role of legal counsel, environmental experts, debate facilitator, or audience members of a political debate (some can even take on the role of journalists or representatives of lobby or interest groups present in the audience). The class must evaluate all arguments and determine whether the proposed actions on climate change by each party will result in just or unjust outcomes in terms of ecological justice through the discussed Catholic Social Teachings. The party leaders must be able to support their arguments with facts.

Some topics may include:

- Each party's position on climate change
- Keystone XL and Northern Gateway Pipeline, particularly as it relates to bio-hazards, environmental protection, etc.
- Protection of natural resources
- Economy based on fossil fuels, alternative economy base on renewable energies (particularly in regards to the environmental impact of bituminous sand a.k.a. oil sands or tar sands)
- Carbon-reducing initiatives, carbon trading programs, etc. (especially in regards to the actual reduction of emissions world-wide)

After the debate, the whole class can review the findings and arguments put forth in the debate and which arguments were most convincing.

Teacher:

- *How will government actions or inactions on climate change affect the quality of life of Canadians in the short and long term?*
- *How can Canada's choices with regards to climate change help reduce the negative impacts of climate change on the earth here at home and around the world?*

PART 4 – ACT

// 30 – 60 MINUTES

JOURNAL: JUST ACTION ON CLIMATE CHANGE

Teacher: *We have learned that climate change is also a social justice issue. How does Jesus call us to care for God’s Creation and urgently address the negative impacts of climate change?*

Invite students to suggest ideas (advocating for just laws and improved quality of life, supporting positive political initiatives, joining an environmental club, changing our individual lifestyles, etc.)

After students have brainstormed ideas, each student can reflect on three ways that he or she feels called to take just action on climate change. These could include prayer and individual actions.

Some students may need support in identifying the most appropriate actions to take.

The Development and Peace 2015 Fall Education and Action Campaign, “Create a Climate of Change” Action Cards (available to print at <https://www.dev.org/en/education/fall2015>) can be used to advocate for just action on climate change.

The Action Card invites each of us to make a personal commitment to reduce our carbon footprint. The card also asks the Prime Minister to commit our country to:

1. Adopting a fair, ambitious, and legally-binding international agreement on climate change to ensure that the world’s average temperature does not exceed 2°C.
2. Providing the resources necessary for the most vulnerable communities in the world to adapt to climate change.
3. Transitioning Canada’s fossil-fuel dependent economy towards one that is based on energy-efficiency and renewable energy.

These action cards can be signed and mailed to the Prime Minister’s Office (no postage is required). This is a great way for students to exercise responsible citizenship.

**SAMPLE ACTION: BECOME AN ADVOCATE!**

Students can prepare a letter to various relevant decision-makers to advocate for just actions on climate change issues:

- To school board trustees about environmental policies (does your school want to use land for a food bank garden or have a local food policy for the cafeteria?)
- To a municipal government representative for a current issue (for example, is a local construction project causing concern?)
- To a provincial minister on the topic of renewable energy sources (energy is a provincial jurisdiction)
- To a federal minister (department of foreign affairs and international trade: Canada to make binding international agreements on climate change; Industry Canada: prioritizing a green economy).

Letters can be evaluated for the quality of their arguments and accuracy of facts.

Take this opportunity to congratulate the students on their citizen advocacy!

REVIEW

// 20 - 30 MINUTES

VIDEO: CALL TO ACTION ON CLIMATE CHANGE

Teacher: *As we continue to reflect on how we are called to act with justice for creation, here is a light-hearted message on this serious topic:*

Blink Star (2015, June 16). 'Pope Francis: The Encyclical'.

Retrieved from: https://www.youtube.com/watch?v=XIHb_9rJSjw

SUBMIT EXIT SLIP/JUST ACTION JOURNAL

Students will submit their journal entries regarding ideas about the just actions on climate change they can take. A follow-up plan can be made for students to share their reflections on their actions in the coming weeks in small groups or with the whole class. At that time students should also hand in their action – a prayer written, an advocacy letter, a public education poster, etc.

APPENDIX

ASSESSMENT

Climate Change and Quality of Life record sheet	11
Exit Slip (Action Journal): Ideas for Just Actions on Climate Change	13

RESOURCES

Climate: Everyone's business, <i>Information is Beautiful Studio</i>	14
Moves to climate-proof the planet, <i>The New Internationalist</i>	15
The Climate Change Game: How soon before we topple?, Trocaire	16
Climate Justice Tree, Trocaire	17
Current Human Emissions Per Year, <i>Information is beautiful</i>	18

CLOSING PRAYER

Care of Creation	19
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HANDOUT

10 ways you can help stop climate change, <i>David Suzuki Foundation</i>	20
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Assessment

CLIMATE CHANGE AND QUALITY OF LIFE

I have come that you may have life in all its abundance.

— Jesus Christ

In your group, take the time to investigate the effects of climate change using the infographs. During your investigation, record what evidence you find of how climate change affects each area of life listed below. (The categories below are guidelines; your group may revise the list based on your research.)

AREA OF QUALITY OF LIFE *	EFFECTS OF CLIMATE CHANGE
PEACE AND SECURITY	
PHYSICAL AND EMOTIONAL WELL-BEING	
ENVIORNMENTAL PROTECTION	
PARTICIPATION IN DECISION MAKING	
CULTURAL IDENTITY AND COMMUNITY	

CLIMATE CHANGE AND QUALITY OF LIFE

CONTINUED 2/2

POLITICAL PARTY	HOW THEIR CLIMATE CHANGE POLICY IMPROVES QUALITY OF LIFE	HOW THEIR CLIMATE CHANGE POLICY REDUCES QUALITY OF LIFE	OVERALL: POSITIVE, NEGATIVE OR NEUTRAL?

* Adapted from Manitoba Education, http://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr7/blms/#cluster2

Assessment

EXIT SLIP: JUST ACTION ON CLIMATE CHANGE

Pray. Act. Advocate. These are ways Catholics respond when faced with injustice. Choose one idea from each list below. Use class resources to get you started. Be prepared to share with your class how you acted to help stop climate change and improve quality of life your all!

Pray:

- I will commit to pray the Rosary in dedication of those most affected by climate change
- I will write a prayer for the just stewardship of creation and share it at home, school, or church

What I did: _____

When: _____

Why I believe this made a difference: _____

Act:

- I will write a blog sharing my ideas about how we should respond to climate change
- I will practice one action to reduce climate change this week
- I will help organize a Feast of St. Francis event at my parish or school

What I did: _____

When: _____

Why I believe this made a difference: _____

Advocate:

- I will write a letter to my elected representative, requesting that climate change be the priority issue for my government.
- I will sign a petition showing my support for just policies on climate change
- I will dedicate two hours to raise awareness of climate change issues by joining a peaceful demonstration, neighborhood campaign, or information booth at local school, parish, or mall

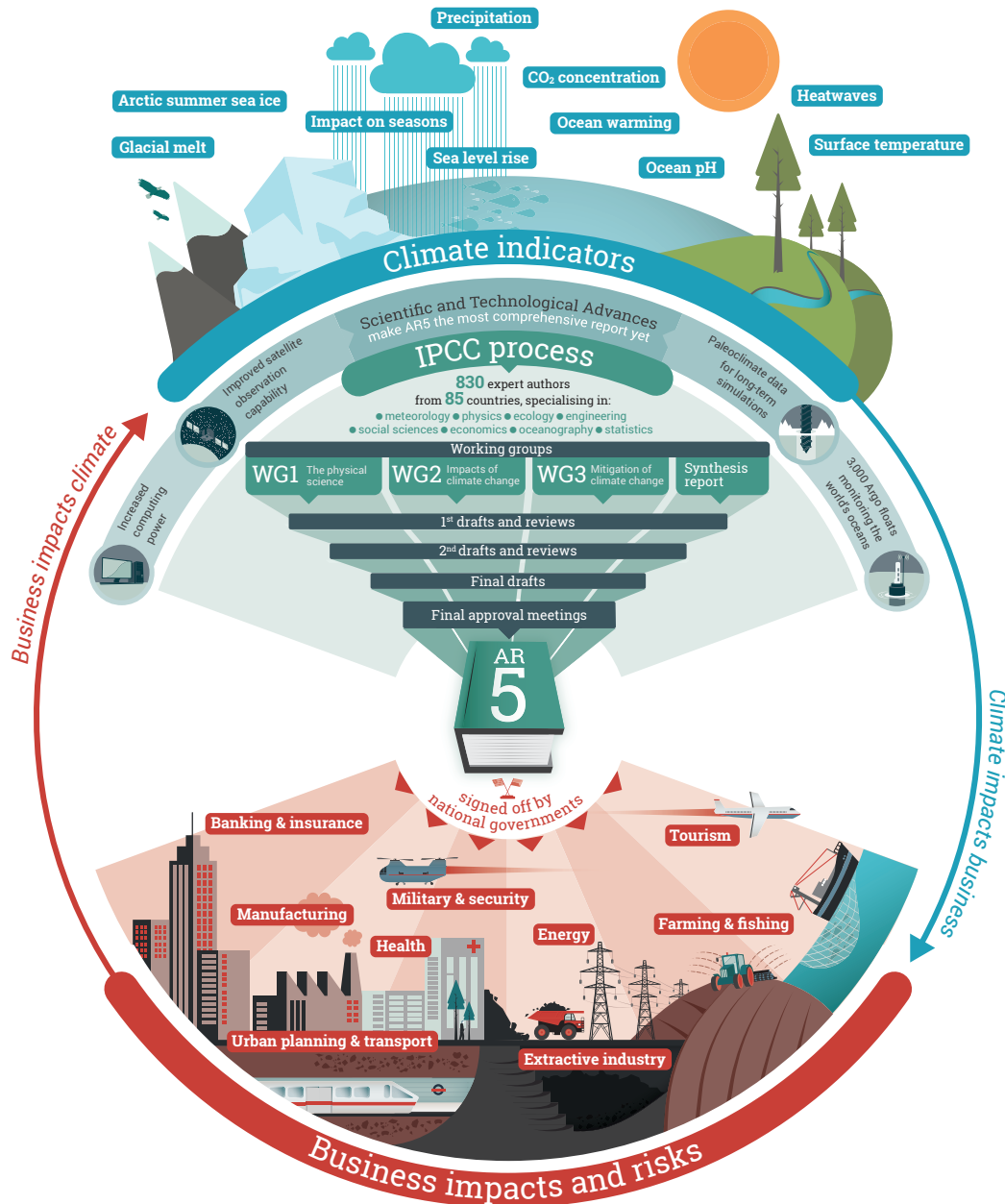
What I did: _____

When: _____

Why I believe this made a difference: _____

Climate Everyone's business

The process behind the Fifth Assessment Report (AR5) of the UN's Intergovernmental Panel on Climate Change (IPCC)



This material can be freely used to advance discussion on the implications of the IPCC's Fifth Assessment Report and impacts for business. The report is made available via a creative commons licence.

Information is Beautiful Studio




THE CLIMATE CHANGE GAME

HOW SOON BEFORE WE TOPPLE?

GAME OVER

- RAINFALL PATTERNS SHIFT
- INTENSE DROUGHTS & FLOODS
- ICE CAPS MELT
- SEA LEVELS RISE
- ECO-SYSTEMS DESTROYED




OUR LIFESTYLES ARE DEVASTATING THE EARTH AND ALL LIFE ON IT

IF WE TOPPLE, WILL IT BE **GAME OVER?**


TIPPING POINT

CO₂ AND OTHER **GHGs** EMITTED THROUGH OUR LIFESTYLE CHOICES ARE CHANGING OUR CLIMATE. MORE HEAT THAN EVER BEFORE IS TRAPPED IN OUR ATMOSPHERE, **INCREASING GLOBAL TEMPERATURES**



UNSTABLE CLIMATE

SINCE LATE 1700s WE EXTRACT AND BURN FOSSIL FUELS- **COAL, OIL AND NATURAL GAS**- TO MAKE ELECTRICITY AND TO FUEL OUR LIFESTYLES, EMITTING HUGE VOLUMES OF **CO₂**




AT THE SAME TIME, WE **CLEAR FORESTS** FOR AGRICULTURE AND INDUSTRY

LESS CO₂ REMOVED FROM OUR ATMOSPHERE


STABLE CLIMATE

EARTH'S CLIMATE AND THE LEVEL OF **CO₂** IN OUR ATMOSPHERE CHANGED THROUGHOUT HISTORY BUT! OVER THE PAST **8,000 YEARS** OUR CLIMATE STABILISED AND **LIFE ON EARTH FLOURISHED**




GREENHOUSE EFFECT

SUNLIGHT ENTERS OUR ATMOSPHERE TO REACH EARTH

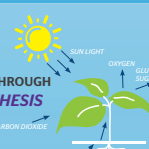


GHGs THEN TRAP EXITING ENERGY FROM EARTH'S HEATED SURFACE LIKE A BLANKET PREVENTING US FROM FREEZING



EXIT CARBON DIOXIDE

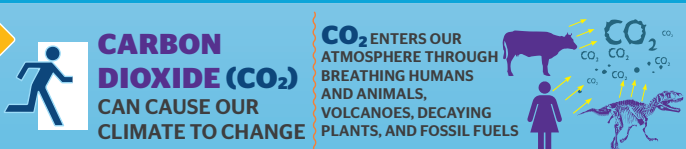
CO₂ EXITS OUR ATMOSPHERE THROUGH **PHOTOSYNTHESIS**



IT IS ALSO ABSORBED BY SEA, SOIL AND STORED IN TREES

ENTER CARBON DIOXIDE


CO₂ ENTERS OUR ATMOSPHERE THROUGH BREATHING HUMANS AND ANIMALS, VOLCANOES, DECAYING PLANTS, AND FOSSIL FUELS




WEATHER AND CLIMATE

WEATHER = DAY TO DAY CONDITIONS IN OUR ATMOSPHERE

wet humid **dry** cold hot **windy**




CLIMATE = AVERAGE WEATHER PATTERN OVER LONG PERIODS OF TIME



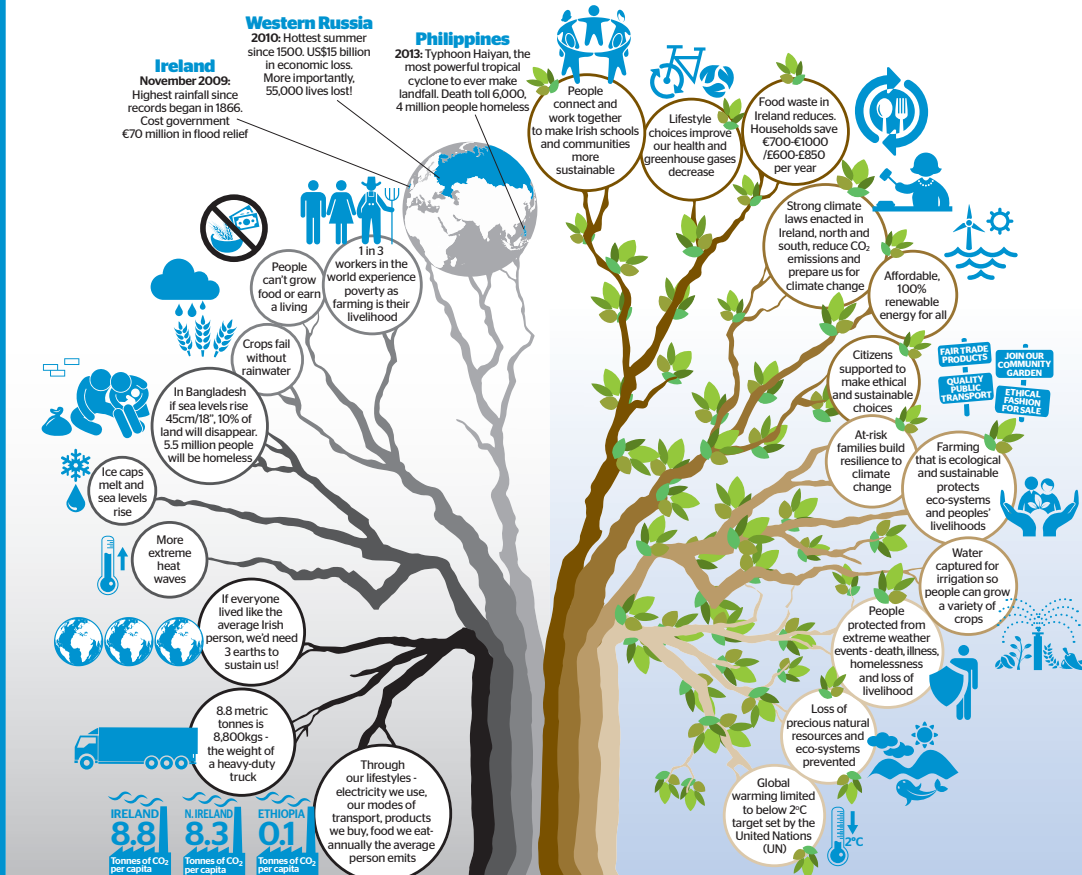
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CLIMATE CHANGE BUILDING BLOCKS



Working for a just world.

Climate Justice Tree



Injustice ← **CLIMATE** → **Justice**



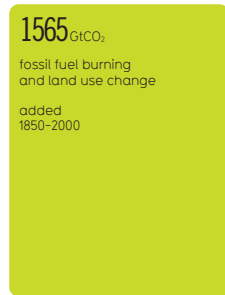
Sources:
 Inter-Governmental Panel on Climate Change IPCC: ipcc.ch
 TED-Ed Climate Change: Earth's Giant Game of Tetris by Joss Fong: ted.com
 US Environmental Protection Agency: epa.gov
 World Bank Climate Change: climatechange.worldbank.org
 World Bank Data: data.worldbank.org
 UK Government Department of Energy & Climate Change: gov.uk
 Friends of the Earth: foecol.uk
 Food and Agriculture Organisation of the United Nations: fao.org
 Met Eireann: met.ie
 Financial Statement of the Minister for Finance, 2009: budget.gov.ie
 Coumou, D. & Rahmstorf, S. (2012). *A Decade of Weather Extremes*: nature.com/climate
 Trócaire: trocaire.org

Trócaire
Working for a just world.

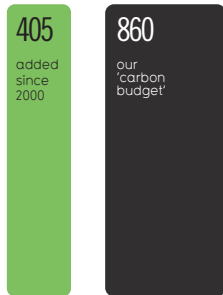
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How Many Gigatons of Carbon Dioxide...?

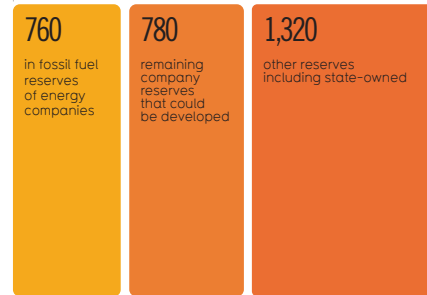
have we released to date**?



more can we "safely" release**?



are left to release?

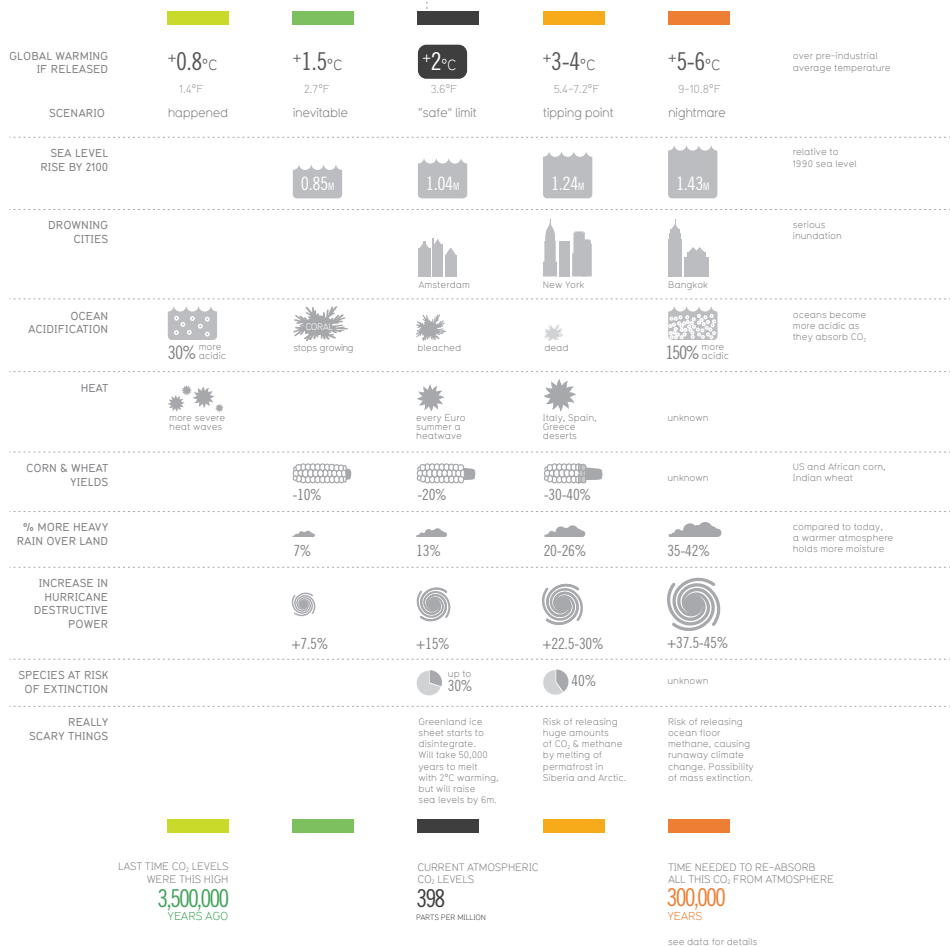


* Includes emissions from fossil fuel burning and land use change.

CURRENT HUMAN EMISSIONS PER YEAR **39** gigatons

** before 2050 and still have an 80% chance of staying below 2°C warming

TIME BEFORE WE BREAK OUR 'CARBON BUDGET' if emissions continue to increase **17 YEARS** average yearly emissions increase: 2.2%



informationisbeautiful.net / data & sources: bit.ly/CO2Gigatons2014



Prayer

CARE OF CREATION

God of grace and glory,
You revealed to St. Francis
that You are Father of all creation and
that all creatures are related as brothers and sisters.
Grant us, Lord,
the grace to see Your beauty and likeness
in created things
that we may follow St. Francis
in showing care for creation. In the name of the Father, Son, and Holy Spirit.

AMEN.

— Adapted by Br. Cathal Duddy ofm., from “The Canticle of the Creatures” by St. Francis of Assisi

10 WAYS you can help —STOP— climate change



David
Suzuki
Foundation

SOLUTIONS ARE IN OUR NATURE

www.davidsuzuki.org

1 Green your commute

Transportation causes about 25 per cent of Canada's greenhouse gas emissions, so walk, cycle or take transit whenever you can. You'll save money and get into better shape! If you can't go car-free, try carpooling or car sharing, and use the smallest, most fuel-efficient vehicle possible.

2 Be energy efficient

You already switch off lights — what's next? Change light bulbs to compact fluorescents or LEDs. Unplug computers, TVs and other electronics when not in use. Wash clothes in cold or warm (not hot) water. Dryers are energy hogs, so hang dry when you can. Install a programmable thermostat. Look for the Energy Star® label when buying new appliances. And a home energy audit is cheaper than you think — book one today to find even more ways to save energy.

3 Choose renewable power

Ask your utility to switch your account to clean, renewable power, such as from wind farms. If it doesn't offer this option yet, ask it to.

4 Eat wisely

Buy organic and locally grown foods. Avoid processed items. Grow some of your own food. And eat low on the food chain — at least one meat-free meal a day — since 18 per cent of greenhouse gas emissions come from meat and dairy production. Food writer Michael Pollan sums it up best: "Eat food. Not too much. Mostly plants."

5 Trim your waste

Garbage buried in landfills produces methane, a potent greenhouse gas. Keep stuff out of landfills by composting kitchen scraps and garden trimmings, and recycling paper, plastic, metal and glass. Let store managers and manufacturers know you want products with minimal or recyclable packaging.

6 Let polluters pay

Carbon taxes make polluting activities more expensive and green solutions more affordable, allowing energy-efficient businesses and households to save money. They are one of the most effective ways to reduce Canada's climate impact. If your province doesn't have a carbon tax, ask your premier and MLA to implement one.

7 Fly less

Air travel leaves behind a huge carbon footprint. Before you book your next airline ticket, consider greener options such as buses or trains, or try vacationing closer to home. You can also stay in touch with people by videoconferencing, which saves time as well as travel and accommodation costs.

8 Get informed

Follow the latest news about climate change. Visit www.davidsuzuki.org and join our community. Host a presentation for your community or workplace by requesting a presenter trained by Al Gore from The Climate Project Canada at www.climateprojectcanada.org.

9 Get involved

Take a few minutes to contact your political representatives and the media to tell them you want immediate action on climate change. Remind them that reducing greenhouse gas emissions will also build healthier communities, spur economic innovation and create new jobs. And next time you're at the polls, vote for politicians who support effective climate policies.

10 Support and donate

Many organizations, including the David Suzuki Foundation, are working hard on solutions to climate change and rely on financial support from citizens like you. Consider making a donation today by calling 1-800-453-1533 or by visiting our secure website at www.davidsuzuki.org/donate.