

"I asked climate scientists what we all can do to make a difference. 'Talk about it,' they said. Talk to your friends, your parents, your teachers, and your elected representatives. Talking might not seem like a lot, but it will ripple through all the choices your community makes and what you value and valorize collectively." – **Carey McKenzie, Filmmaker**

ABOUT THE FILM

An inspiring group portrait of courageous climate scientists and a lawyer, showing that together, we can make a difference. As climate impacts become more evident and urgent, scientists, activists, policymakers, and everyday people are stepping forward in all sorts of ways to make a difference. Despite decades of warnings from the scientific community, the response from global leadership has been slow and many people are frustrated. From peaceful protests to international advocacy, the pressure is on governments to make policy choices that support the energy transition. This short film explores the perspectives of people on the front lines of the climate crisis and documents how they are meeting the challenges imposed by a warming world. What emerges is a shared intention to close the divide between knowledge and meaningful action before it's too late.

USEFUL TERMS

Civil disobedience – peaceful refusal to obey laws as a protest against social or political issues

Climate change – a long-term shift in weather and temperatures caused by human activities like burning fossil fuels and deforestation

Equity – state of providing everyone with the resources and opportunities they need to thrive

Existential – refers to things related to human existence or the basic questions about life, such as its meaning and purpose

Fairness – the quality of treating people with equal respect, ensuring no one is disadvantaged

Resilience – the ability to recover from challenges or adapt to difficult situations

Vulnerable community – group at greater risk due to factors like systemic oppression, poverty, marginalization, or limited resources

CONTEXT FOR THE FILM

To better understand the complexities of the crisis, it may be helpful to know before watching this film that human actions are the main cause of climate change. By exploring the disproportionate impact of climate change on vulnerable communities around the world, the film also raises important issues of equity and fairness. The impacts of climate change are most profound in communities least responsible for the problem. The film also highlights the role of activism and hope in advocating for change. Understanding these themes can help encourage engagement with some of the ethical questions and urgent calls to action raised by the film.

DRIVING QUESTION

How can individual people and communities turn scientific knowledge about climate change into meaningful action?

DISCUSSION QUESTIONS

1. "It's not just about the future. It's already affecting us." In this opening line of the film, whom do you think the "us" refers to? Who feels the impact of climate change? Why are some people affected more than others?

2. Why are the people featured in the film so emotionally invested in galvanizing citizens and policymakers to respond to the climate crisis? Do you think the word "crisis" is the right choice for the title of the film? How does the urgency of climate change make you feel?

3. How did watching this film influence the way you think about the responsibility of different nations in addressing the climate crisis? How would you define equity and fairness? Why are these issues so important when considering the ongoing climate crisis?

4. Are the tools and resources used by people in the film to communicate their concerns effective? What other strategies might also work? What are the consequences of inaction?

5. Some people in the film see the climate crisis as an existential challenge. What does this mean? How does this inform their perspectives and actions?

6. How does this film highlight the power of people and community actions in addressing climate change? How does this film challenge your thoughts about the role a single person can have in tackling climate change?

7. Resilience is introduced by this film as a practical response to the realities of the climate crisis. How do diverse ecosystems support resilience to climate change? What role do humans play in protecting these systems?

8. The practice of science is meant to be "objective," therefore scientists are often trained to be dispassionate and not express emotion, even in times of alarm. How does the film highlight the relationship between science and activism?

EXTENDED LEARNING ACTIVITIES

- Research ways to make your school campus or community more climate-friendly. Use your results to design a climate resilience plan or project that you could present to the school administration or community board. Project Drawdown may be a helpful resource to learn more about climate vulnerabilities and new ideas to help fight climate change in your community. <https://drawdown.org/>
- Interview local community members impacted by climate change, such as landowners, community planners, or Indigenous leaders. Using what you learn, create a digital story to share on social media (like a podcast, video, or reel). Focus on how climate change affects people's lives, the local economy, and/or cultural identities in your region.
- Explore the relationship between data and visual communication. First, learn more about the work of "warming stripes" scientist Ed Hawkins from the film via Instagram at <https://www.instagram.com/climatehawkins>, and by reading the following BBC article: <https://www.bbc.com/future/article/20241112-global-warming-why-a-famous-graphic-illustrating-climate-change-needed-a-new-shade-of-red>. Next, research long-term trends in chronological data, such as global temperature, air quality, weather patterns, or biodiversity. Then, design your own way of visually representing these changes over time. Be creative, focusing on colors, textures, and designs to make your "stripes" eye-catching!

ADDITIONAL RESOURCES

A great resource to learn more about climate solutions. | [Project Drawdown](#)

Comprehensive scientific evaluation of the latest research on climate change from the Intergovernmental Panel on Climate Change (IPCC) | [IPCC Sixth Assessment Report \(AR6\): Climate Change 2023 Synthesis Report](#)

- [\(IPCC Sixth Assessment Report \(AR6\) Working Group 1\) Climate Change 2021: The Physical Science Basis](#)
- [\(IPCC Sixth Assessment Report \(AR6\) Working Group 2\) Climate Change 2022: Impacts, Adaptation and Vulnerability](#)
- [\(IPCC Sixth Assessment Report \(AR6\) Working Group 3\) Climate Change 2022: Mitigation of Climate Change](#)

[Voices and stories of youth climate advocacy from around the world.](#) | United Nations

[25 inspiring climate change books to read in 2024.](#)

[Useful article about the role of youth in fighting climate change.](#) | New York Times

[Informative Instagram account of Ed Hawkins](#) — NOAA climate scientist, lead author for the IPCC Climate Change 6th Assessment Report, and creator of the Warming Stripes. Ed Hawkins waived his rights to copyright for his work due to his belief that relinquishing individual ownership opens up strategies for reducing consumption.

Two thought-provoking articles about fossil fuel lobbyists attending COP29.

- [COP29: oil bosses given red carpet treatment at climate summit](#)
- [COP summits 'no longer fit for purpose', say leading climate policy experts](#)

Article about visual climate data showcasing symptoms of a failing relationship with nature. | [A famous climate graphic is running out of red](#) | BBC

Informative website offering the latest developments in climate science and policy. <https://www.carbonbrief.org/>

[Handful of countries responsible for climate crisis](#)