

# CLIMATE LITERACY WITH DR LESLEY-ANN DUPIGNY-GIROUX

## TALKING POINTS

### KNOWLEDGE

1. In your own words, what is climate literacy?
2. In your own words, what is systems thinking?

### COMPREHENSION

3. Why is it important that people other than scientists are climate literate?
4. What is the value of systems thinking for climate science?

### APPLICATION

5. Why do you think Lesley-Ann has found that climate issues resonate more with high school students today than ten years ago? What has changed? Has anything in your personal experience changed?

### ANALYSIS

6. Why do you think it is important that climatologists and climate communicators come from a diverse array of backgrounds?
7. Lesley-Ann talks about her book, 'Historical Climate Variability and Impacts in North America', drawing on historical documents. Do you think many scientists refer to historical texts? Why or why not?

### SYNTHESIS

8. Imagine you are teaching a high school class in your local area about climate change. How could you introduce a 'social constructivist' approach by drawing on their local knowledge and experience?

### EVALUATION

9. Lesley-Ann believes that society is becoming more climate literate. Do you agree? Can you cite any evidence that supports your opinion?
10. Do you think that everyone in the world should be climate literate? Why or why not?

## ACTIVITIES YOU CAN DO AT HOME OR IN THE CLASSROOM

Imagine you are running an interactive session to introduce a kindergarten class to a particular climate science concept. Questions to explore could include:

- Why are the tops of mountains cold?
- What causes wind?
- Why does it rain more in different seasons?
- Why does it rain more in different parts of the world?

Feel free to think up your own, too. Then, consider how you would design a session using hands-on activities and information that relates to the kindergarteners' own knowledge to teach them this concept. You might need to carry out some preliminary research to check the science behind your chosen concept. Write up your lesson plan while thinking about:

- The key messages you are trying to convey
- The appropriate level of detail for 3-5 year-olds
- Experiences kindergarteners are likely to be able to relate to
- How you can make sure the session is fun (and safe)
- Hands-on demonstrations (kinaesthetic or with commonly found materials)

Once you are finished, present your lesson plan to your class. You can even try out each other's proposed activities and give each other constructive feedback.

## MORE RESOURCES

- The group 500 Women Scientists, which is dedicated to raising the profile of women scientists, has created Lesley-Ann's Wikipedia page: [https://en.wikipedia.org/wiki/Lesley-Ann\\_L.\\_Dupigny-Giroux](https://en.wikipedia.org/wiki/Lesley-Ann_L._Dupigny-Giroux)
- This Climate Science website has resources for schools and is also building a worldwide network of schools and communities that teach climate solutions and participate in international online events: <https://climate-science.com/schools/>
- Climate Communication is dedicated to providing information and outreach on climate change. Check it out: <https://www.climatecommunication.org/>
- Carbon Literacy ranks their top 5 TED talks on the subject of climate change. Find the list here: <https://carbonliteracy.com/top-5-ted-talks-about-climate-change/>
- For weather activities, visit: <https://scijinks.gov/>
- For more information on climate, climate change and energy, visit: <https://cleanet.org/index.html>