

Gardening in Our Warming World: Youth Grow! Unit Three “Community Action” Facilitator Guide



Introduction

In **Unit Two: What Do I Know?** your group participated in activities that explored self-awareness, self-control, existing knowledge, and how they see themselves as part of a larger more complex system. You explored a variety of pro-active sustainable practices that offer solutions to climate change issues. Before starting this unit, your group may have taken a more in-depth study of climate, weather, and the science and effects of climate change and global warming or used the additional resources to compliment the activities in Unit Two.

In Unit Three, “**Community Action**” your group will work through a series of experiential activities leading up to the final preparation and presentation of a video project. Participants will explore videos illustrating actions that people are taking to both address climate change issues and reduce their carbon footprint. These videos will serve to increase resiliency awareness and act as a tool to inspire youth to reflect on their own practices. They will also be used as technical examples for participants to observe style and content which participants can model and use to create their own videos. Groups will learn/enhance interviewing skills through practice, review, observations and utilization. Note; the final activity, the video production itself can be used by beginner skill levels, with adult supervision if needed.



CommuniTree Steward Volunteers, photo by Cornell Cooperative Extension Onondaga County

Target Objectives

- ✓ Recognize minor and major actions that address climate change issues.
- ✓ Reflect on personal actions taken on a daily basis that demonstrate sustainability.
- ✓ Locate examples of people in communities taking action and exhibiting sustainable methods and strategies.
- ✓ Practice and build upon interview skills.

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- ✓ Construct an interview questionnaire to collect information via investigative methods from people making positive change in their communities.
- ✓ Perform and report personal stories through video interviews.
- ✓ Collaborate with peers and utilize various modes of technology to produce informational videos.

Learning Activities

- 3.1 Action Takers: What are People Doing? (all skill levels)..... page 3
- 3.2 What are We Doing? Peer Interviews, Interview Skills (all skill levels)..... page 7
- 3.3 Practice Interviews (all skill levels)..... page 14
- 3.4 Heroes and Action Takers Video Production (all skill levels)..... page 18

Thriving Model Attributes

Youth Engagement:

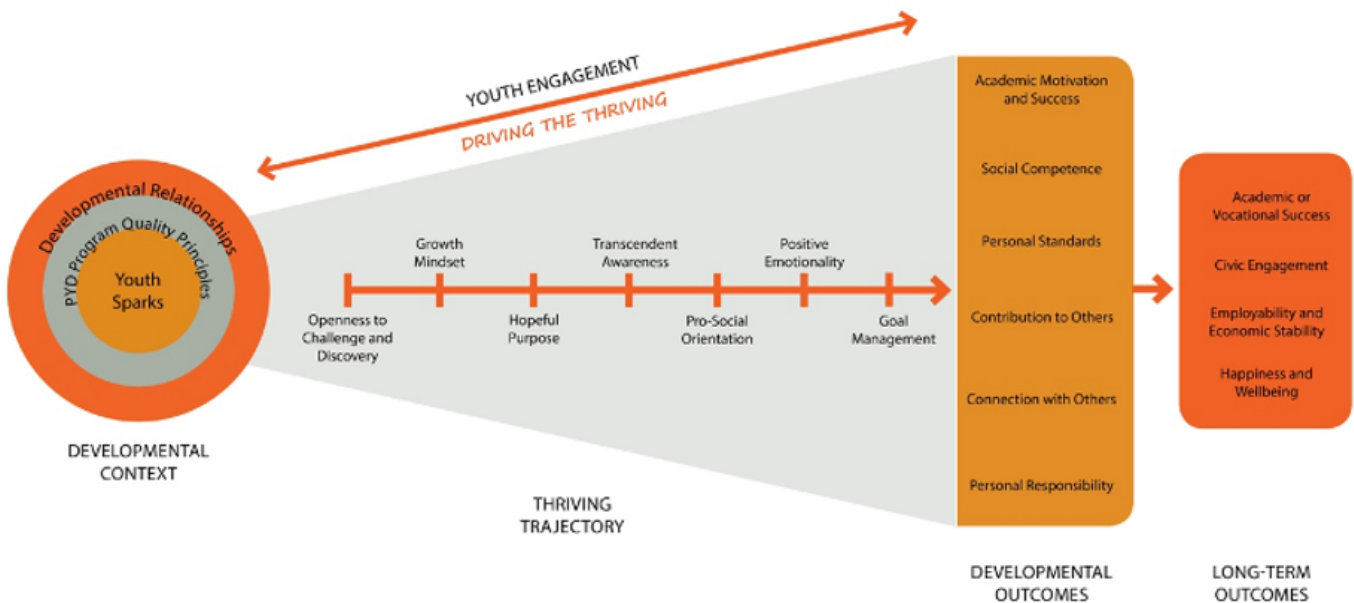
- Openness to challenge and discovery
- Positive emotionality
- Goal Management

Developmental Outcomes:

- Connection to others
- Personal responsibility

Long-Term Outcomes:

- Happiness and Wellbeing





3.1 Action Takers: What are People Doing?

Skill Level

Intermediate/Advanced

See variations for Beginner level

Learner Outcomes

- Apply existing knowledge about climate change mitigation practices.
- Use web-based resources to research and reflect on how communities and individuals take actions to lessen the effects of extreme weather events and climate change.
- Brainstorm ways and use a storyboard to illustrate style and content, to be used for a small group video production.

Education Standard(s)

- NS.5-8.6 Personal and Social Perspectives: Populations, resources, and environments, natural hazards.
- NS.9-12.6 Personal and Social Perspectives: Natural resources, Environmental quality, natural and human-induced hazards, Science in local, national, and global challenges
- NT.K-12.5 Technology Research Tools: Technology to locate, evaluate, and collect information.
- NT.K-12.6 Technology Problem- Solving and Decision-Making Tools: development of strategies for solving problems in the real world.

Success Indicators: Demonstrate how they and others embrace climate change action practices.

Life Skills: Critical thinking, planning/organizing, communicating, cooperation, sharing, empathy, contribution to the group, teamwork, healthy lifestyle choices.

Time Needed: 45 minutes

Materials List: Handouts: Storyboard template for each participant, Colored pencils, pens, pencils, markers, devices with Internet access, sound, projector and screen to present video presentations. Videos for research (see Let's Do It! section for links) :

Space: Appropriate space to view videos to the whole group, tabletops for drawing and writing to accommodate each person.

Suggested Group Size: 12-15 or more

Acknowledgements

Adapted from "What Do we Do With All That Trash" lesson by Donna Alese Cooke, April 2, 2011; https://knilt.arcc.albany.edu/What_Do_We_Do_With_All_That_Trash

Introduction

Actions to address climate change is a topic of growing interest among youth and people in the world and our communities. This activity is the first step in a series of experiential activities leading up to the final preparation and presentation of a video project. Participants will explore videos illustrating actions that people are taking to both address climate change issues and reduce their carbon footprint. These videos will serve to increase resiliency awareness and act as a tool to inspire youth to reflect on their own practices. They will then be used as technical examples for participants to observe style and content in which participants can model after to create their own videos.

Opening Questions:

- What are some kinds of actions that people take against climate change?
- What inspires you to take action to take on climate change issues?
- Who do you know takes action in a similar way?

Background Information

Before the Activity: Prepare materials, technical devices and handouts; provide or suggest devices (mobile phone, tablet, laptop) with Internet access and video capability. Participants may provide their own or use a computer lab at school or in the library; review introductory videos.

Let's Do It!

People Taking Action: Explain to youth that they will be watching a series of videos showing people taking action toward climate change problems, and to consider the style and content of these videos as examples of videos we can use as a model when creating ours later in this unit. After watching the videos, we will sketch out a storyboard of our future video 'script'. Ask opening questions.

1. Watch the following short videos of individuals and communities who acted against climate change issues.
 - New Brunswick 4H project for the Climate Change Summit Community Compost Project for their community garden. <https://youtu.be/50INAgDImcY>
 - Changing behavior is one way we can make a difference in Climate Change: TrashFash is a 4-H Teen Climate Summit project in which a group of kids came together to make upcycled items to sell at the Cape May County 4-H Fair. <https://youtu.be/bdkjT8IFu9Y>
 - Pin Oak home-school group's climate change video: <https://youtu.be/NHLxglyBQNA>
 - Virginia environmental conservation organization is teaching local school children from Grandby High School, climate resilience strategies to live with rising waters through <https://youtu.be/VFI5p6SvnEE>
 - ACE Educator Elana, explores her own nearby community garden and takes a look at how some local high school students' grow their own food to reduce carbon emissions. <https://youtu.be/WOnhxRYzcps>

2. After watching the videos, ask:

- What are some kinds of actions that people take against climate change?
- What inspires you to take action to take climate change issues?
- Who do you know takes action in a similar way?

3. Small Group work: consider these videos and think about one you will create- what would be the look and feel of your video?

- Hand out the **Storyboard templates** and supplies for small groups to brainstorm the script of the video they will be producing in the next two activities, 3.2 and 3.3.
- Have them start sketching out scenes, content and style of their video on the storyboard, which they will use throughout the production process.

Talk It Over: as a whole group

Share: What in these videos inspired you? Who inspired you, and why? Are you and others you know inspired to take action in a similar way? What might that look like?

Reflect: Reflecting on what you've watched, and imagining your way into creating your own video to inspire others, what and who would you feature?

Generalize: Think about a video you will create- what would be the look and feel of your video?

Apply: What ways can you continue to show others how to take action in your community?

What are some actions you will take today to mitigate climate change?

Variations

For Beginning Skill level: If your beginning group will be creating a video, follow all of the steps as shown above and have adult leaders guide them through the process. As an alternative to filming video, follow steps 1-2 as written above, then have youth reflect on actions they can take by creating a visual (posters, a collage of pictures and illustrations demonstrating actions, journals, or role-playing in small groups.



References: ["What Do we Do With All That Trash"](#) lesson by Donna Alese Cooke, April 2, 2011

Published: June 2020

Author: Donna Alese Cooke

Reviewers: Marcia Eames-Sheavly, Joy Flynn, CCE Suffolk Master Gardener Volunteer



3.1 Youth Handout: Video Project Planning & Story Board

Video Project Planning & Story Board

Brainstorm

Playing your Part

Writer	Producer	Director	Host(s)	Videographer
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Video Story Board

Scene: _____

Page#: _____

Shot #

Shot #

Shot#

Action

Action

Action

Talk (Dialogue)

Talk

Talk

Effect

Effect

Effect



3.2 Peer Interviews: What Are We Doing Now?

Skill Level

Beginner/Intermediate/Advanced

Learner Outcomes

Youth will:

- Utilize the interview process to access information, share knowledge and seek ways to work together for positive change.
- Practice interview skills and apply critical thinking skills to identify a problem and pose questions for investigation.
- Relate existing knowledge about climate change action practices and demonstrate ways to address issues.

Education Standard(s)

- NL-ENG.K-12.8 Developing Research Skills: Gather and synthesize information to create and communicate knowledge.
- NS.K-4.6, NS.5-8.6, NS.9-12.6 Personal and Social Perspectives: Personal and community health

Success Indicators: Reflect, explore and demonstrate how to embrace climate change action practices.

Life Skills: Sharing, marketable/useful skills, cooperation, communication

Time Needed: 45 minutes

Materials List: Reference for leaders: Interview Skill Building: Vegetable Varieties Investigation; Youth handouts, one per participant: Practice Interview Form, Great Interviews in Three Steps, Access to videos showcased in Activity 3.1 Action Takers, pens, pencils

Space: Appropriate space to accommodate small groups of two to conduct interviews.

Suggested Group Size: 12-15 or more, small groups of 2

Acknowledgements: Cornell Garden-Based Learning Interview Skill Building: Vegetable Varieties Investigation

Introduction

Through observation and hands-on interviews, youth learn interviewing skills in four parts:

1. Practicing interviewing and being interviewed by a partner
2. Reviewing 'Positive Interviewing Skills'
3. Observing both effective and ineffective techniques modeled by an interview with the group leader

4. Incorporating new skills into another practice interview in the next activity 3.3. Interview questions will be based on rating the videos watched in **Activity 3.1 Action Takers**, and questions that reflect on youth's own perspective and actions on climate change problems.

Opening Questions:

Looking back to the "Action Takers" videos we watched in our last activity, think about similar actions you and others are taking now and might want to take in the future:

- What do you know and do about climate change problems?
- What personal changes would you like to make?
- What questions would you ask others about what they know and do about climate change problems? What changes would they like to make?

Background Information

Before the Activity: Prepare materials and handouts. Review and modify the **Practice Interview Form** if needed for your group's skill level. Provide space to view videos, or links from **3.1 Action Takers** if needed.

Let's Do It!

Using the *Interview Skill Building: Vegetable Varieties Investigation* as your guide, have participants work with a partner to practice their interviewing skills. Questions will be about rating the "Action Takers" videos watched in the last session, and how the videos inspired them to take action of their own.

Part One: Interview partners

- Divide the group into interviewing pairs and provide one **Practice Interview Form** and a pencil to each person.
- Instruct participants to interview their partner and record the responses on the form, using the back of the form to ask any follow up questions of their own, and record the answers.
- Have partners switch after the first partner has completed the interview.
- After all students have had a chance to interview and be interviewed, come together as a group, and ask for volunteers to share what the experience was like. Ask questions such as: How did it feel to be interviewed? How did it feel to interview another person? What did you like about it? What was challenging? How do you think it might be different interviewing an adult/someone you don't know?

Part Two: Review Positive Interviewing Skills

- Invite youth to take turns reading each of the skills under '**3 Steps to a Great Interview**', including Positive Interviewing Skills, Gather Quality Responses, and End Positively sections.
- Ask whether these skills were observed in their own interviews. Which skills were used and which were not?
- How did it feel to the interviewee when a particular skill was used? Not used?

Part Three: Interview Demonstration

The purpose of this exercise is to demonstrate how interviewing styles and techniques affect the quality of the interview, and to become familiar with potential obstacles and ways to overcome these obstacles in quality data collection. Upon viewing the videos in 3.1 Action Takers, youth will rate videos in the interview process using the Interview Form: **Rate the Action Taker Videos and their Projects**

- Ask for a pair of volunteers to interview you in front of the group, using the Interview Form: Rate the Action Taker Videos and their Projects. Another adult may help by keeping the group focused by observing the interview.
- Ask plenty of questions that may come up in the actual gardener interviews. Do not correct any mistakes or poor interviewing techniques at this time.
- Once the interview concludes, thank and applaud the volunteer interviewer. Ask the group to comment on positive interviewing techniques they noticed. Expand on their comments.
- Next, ask the audience and the interviewer if they noticed anything that seemed awkward or difficult during the interview. Were questions asked in a way that preserved the quality of the data collected? Were responses gathered for all questions? Were all of the interviewee's questions answered? Did the interviewer pose any questions of his/ her own? If not, does the audience have any ideas for follow-up questions that could be asked?

Part 4: Interview partners - putting new skills to work!

- Divide group into interviewing pairs again – this time with different partners. Distribute the Interview Form: Rate the Action Taker Videos and their Projects to each person.
- Assign one of the videos to each group.
- Partners will practice interviewing each other as they did in the first round, but this time they will pretend to be gardeners and people in the community rating taking action towards Climate Change.
- During this exercise, leader(s) should observe the interviews in progress, making notes of positive skills being employed, as well as areas that may still need clarification.
- Finally, come together as a group and comment on any improvements that took place in these interviews. Clarify any questions and thank the youth for their active participation.

Talk It Over

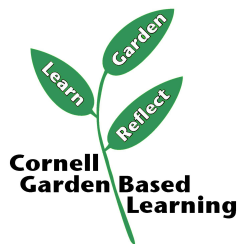
Share: After all have had a chance to interview and be interviewed, come together as a group, and ask for volunteers to share what the experience was like.

Reflect: How did it feel to be interviewed? How did it feel to be interviewed by someone else? What did you like about it? What was challenging?

Generalize: How do you think it might be different interviewing an adult/someone you don't know?

Apply: Explain that they will be developing their own set of questions that will be used to interview and video neighbors and others in their community who are acting on reducing their carbon footprint to make a difference.

References: Interview Skill Building: Vegetable Varieties Investigation



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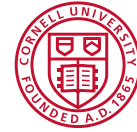
Author: Donna Alese Cooke

Reviewer: Marcia Eames-Sheavly, Joy Flynn, CCE Suffolk Master Gardener Volunteer



3.2 Youth Handout: Practice Interview Form

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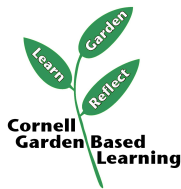
Practice Interview Form: Rate this!

READ THE FOLLOWING QUESTIONS TO YOUR PARTNER. THE TEXT IN CAPS ARE FOR YOUR USE; DO NOT READ THESE TO YOUR INTERVIEWEE.

Please tell me one band or musical group you have listened to.	ENTER NAME
What kind of music does this band/musician play?	ENTER MUSIC TYPE
<p>On a scale of one to five, with five being the best:</p> <ol style="list-style-type: none"> 1. How would you rate this band overall? 1 2 3 4 5 2. How would you rate this band on rhythm? 1 2 3 4 5 3. How would you rate this band on vocals? 1 2 3 4 5 4. How would you rate this band on danceability? 1 2 3 4 5 5. How would you rate this band on energy? 1 2 3 4 5 6. How would you rate this band on instrumentals? 1 2 3 4 5 7. How would you rate this band on solos? 1 2 3 4 5 8. What additional thoughts would you like to share about this band? 	

Interviewer's Name _____ Interviewee's Name _____

Adapted from Vegetable Varieties Investigation: Interview Skills



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Donna Alese Cooke
Reviewer: Marcia Eames-Sheavly

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3.2 Youth Handout: Great Interviews in Three Steps

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Great Interviews in 3 Steps

1. Practice Positive Interviewing Skills

- Smile and introduce yourself.
- Maintain good eye contact and speak clearly.
- Use good listening skills. When the person you are interviewing is talking, pay attention to what that person is saying.
- Read questions exactly as they are written.
- Do not skip any questions.
- Do not fill in missed questions yourself. If questions are accidentally skipped, leave them blank.

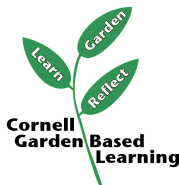
2. Gather Quality Responses

- Your voice is an important communication tool; use it to help the person you are interviewing understand the questions and responses without suggesting one choice over another.
- Repeat question and response options if the person does not give an answer among those options or gives more than one answer.
- Don't guess which category is closest to an unclear response. Repeat the response options (for example; one, two, three, four, or five stars) and ask the person to choose by saying something like, "So would that be one, two, three, four, or five stars?"
- Use a probe question, such as: "What did you mean by that answer?" or "Could you be more specific about that?" if you find the person's response confusing or off topic. If the person is silent try "Anything Else?"
- If the person you are interviewing asks for an interpretation, say something like, "Whatever that means to you," or "I'm sorry, I really don't know the answer to that," or "Let me repeat the question for you."
- When recording an open-ended question without specific response options, read the words back to the person. This gives the person a chance to make sure the response accurately reflects his or her opinion.
- If you have questions or concerns, ask an adult supervisor for help.

3. End Positively

- Thank the person you interviewed for his/her time.
- Ask them if he or she has any questions for you.

Adapted from Vegetable Varieties Investigation: Interview Skills



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Authors: Cornell Garden-Based Learning Vegetable Varieties Investigation:
Interview Skills; Donna Alese Cooke

Reviewer: Marcia Eames-Sheavly

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3.2 Leader Reference: Interview Skill Building: Vegetable Varieties Investigation

Vvi:
Vegetable
varieties
investigation

Interview Skill-Building

Overview

Students will learn interviewing skills in four parts; by 1. practice interviewing and being interviewed by a partner, 2. review 'Positive Interviewing Skills', 3. observe both effective and ineffective techniques modeled by an interview with the group leader, and 3. incorporate new skills into another practice interview.

Standards

(NYS): Science: 1, ELA: 3, 4, Social Studies 5.3

Objectives

To practice and become familiar with positive interviewing skills

Time

20 minutes – 1.5 hours

Materials

- pencils
- 'Practice Interview Form' – 1 per student
- 'Rate this Variety Form' – 2 per student
- '3 steps to a Great Interview'



Instructions

Part 1: Interview partners

1. Review and modify the **Practice Interview Form**. This form has sample interview questions about a band or musical group, however it may be easily modified to reflect your students' interests.
2. Divide the group into interviewing pairs, and provide one **Practice Interview Form** and a pencil to each student.
3. Instruct students to interview their partner and record the responses on the form. Students should use the back of the form to ask follow up questions of their own, and record the answers.
4. Instruct students to switch after first partner has completed the interview.
5. After all students have had a chance to interview and be interviewed, come together as a group, and ask for volunteers to share what the experience was like. Ask questions such as: How did it feel to be interviewed? To interview someone else? What did you like about it? What was challenging? How do you think it might be different interviewing an adult/someone you don't know?



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3.3 Interviewing Practice and Role Play

Skill Level

Intermediate / Advanced

Beginner level with adult assistance

Learner Outcomes

- Relate existing knowledge about climate change action practices
- Utilize interviewing skills to access and assess information
- Apply critical thinking skills to identify a problem and pose questions for investigation
- Create interview questions that demonstrate and inspire others to adopt climate change action practices

Education Standard(s)

- NL-ENG.K-12.8 Developing Research Skills: Gather and synthesize information to create and communicate knowledge.

Success Indicators: Identify and demonstrate how others embrace climate change mitigation practices.

Life Skills: Marketable / useful skills, cooperation, communication

Time Needed

30 minutes for on-site interview

Independent activity time for participants to develop a series of interview questions

Materials List: 'Interview Questions Form' handout, one per participant, photo release and other participation and travel forms, pens, pencils

Space: This is a site visit in the community.

Suggested Group Size: 12-15 or more

Introduction

After completing activity **3.2 Peer Interview Practice**, the facilitator or group leader will set up a site visit for the group to observe an interview with someone doing amazing work in the community. Through facilitator / interviewee role-playing, youth will observe effective techniques and use this real-world practice opportunity to begin crafting thought-provoking questions for the video project in the next activity, **3.4 Community Heroes**.

Opening Questions:

- What in this interview inspired you? Why?
- Are you and others you know inspired to take action in a similar way? What might that look like?
- Reflecting on what you've observed and imagining your way into creating your own interview questions, what and who would you feature?
- Who in your community is making a difference in doing something about climate change? How might you find out?
- What questions would you ask those in your community you will interview for the video?
- How will you know if your video has inspired others to action?

Background Information

Before the Activity: The facilitator will seek out someone in the community who is willing to participate in a role-playing interview and can demonstrate how they are working to combat climate change. Set up a time and place for a site visit, arrangements for the group to meet at the site, a place where the group can observe an interview led by the facilitator with the community member. Consider someone who might:

- Reduce their carbon print by eliminating large amounts of trash. Everything that needs to be discarded is composted, recycled, reused or repurposed.
- Someone on a civic committee who has planted trees to green the community.
- An organic gardener who grows their own food on every inch of their property, without the use of chemicals or pesticides.

Prepare a set of interview questions to share with youth as examples of effective questions to use when they prepare interview question for the next activity in this unit.

Let's Do It!

Before the site visit: Explain to youth that they will be doing a site visit, meeting out in the community to observe a role-played interview with someone doing amazing things. Youth will use this opportunity to consider and practice thought provoking questions for their interview in the next activity, 3.4 Community Heroes.

Share these effective interview practices:

- Interview questions that are simple, yet so open as to take an interviewee down a rich path. *What surprised you? What inspired you? What was easy? What was hard? What did you hope to achieve? What would you like to happen next? What obstacles did you face? What's helping you? What could you do next?*
- Avoiding interrogative words. The most powerful questions are expansive and seek to raise awareness, using words such as *what, when, who, how much and how many*. On the other hand, *why* implies criticism and provokes defensiveness. Shifting from *why did you do that?* to *what were the factors that led to that decision?* changes the question entirely.
- Stay with the person's language and echo words the person is using, not what you think they might or should be feeling. *You said this was an impossible situation - could you say more about what this means to you? What do you mean when you said you felt frustrated?*
- Avoid questions with right/wrong, yes/no responses.

Talk It Over: After the site visit

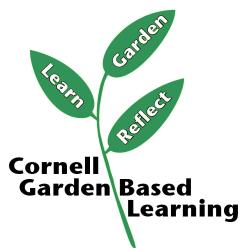
- Explain that it is now their turn to find someone in their community who they can interview about the remarkable things they are doing to fight climate change.
- Instruct them to identify a subject to interview and craft a series of interview questions using the “**Interview Questions Form**” before the next session meeting.
- Remind youth about the effective interview practices shared before the site visit.

Generalize

What are the big and small changes people interviewed in the videos have accomplished?

Apply

- How do you see yourself taking action in the same way the leaders in your community are?
- What ways can you continue showing others in your community how to take action?
- What are some actions you will take today to mitigate climate change?

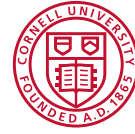


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Reviewers: Marcia Eames-Sheavly and Joy Flynn, CCE Suffolk
Master Gardener Volunteer



3.3 Youth Handout: Interview Form

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Interview Form: Interviewing a Community Member

READ THE FOLLOWING QUESTIONS TO YOUR PARTNER. THE TEXT IN CAPS ARE FOR YOUR USE; DO NOT READ THESE TO THE GARDENER.

<p><i>Example questions:</i></p> <ul style="list-style-type: none"> • <i>What inspired you to take on this project?</i> • <i>What is your favorite part of your project?</i> • <i>How do you see your actions resulting in positive change?</i> 	ENTER ANSWER
	ENTER ANSWER
	ENTER ANSWER
	ENTER ANSWER
	ENTER ANSWER
	ENTER ANSWER
	ENTER ANSWER
	ENTER ANSWER
	ENTER ANSWER
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	ENTER ANSWER
Notes	

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3.4 Showcasing Community Heroes and Action Takers

Skill Level

Intermediate/ Advanced

Beginner level with adult assistance

Learner Outcomes

- Apply existing knowledge about climate change mitigation practices
- Understand and identify alternative methods of climate change mitigation practices
- Demonstrate ways that others and themselves can adopt climate change mitigation practices
- Apply critical thinking skills to identify a problem and pose questions for investigation
- Use web-based resources to research and identify methods of climate change mitigation practices
- Collaborate in small groups and take on specific roles to produce and present a video production

Education Standard(s)

- NL-ENG.K-12.6 Applying Knowledge: Create, critique, and discuss nonprint texts.
- NL-ENG.K-12.8 Developing Research Skills: Gather and synthesize information and to create and communicate knowledge.
- NT.K-12.3 Technology Productivity Tools: Enhance learning, promote creativity.
- NT.K-12.4 Technology Communication Tools: Collaborate, publish, and interact with peers, experts, and other audiences.
- NT.K-12.5 Technology Research Tools: Technology to locate, evaluate, and collect information.
- NT.K-12.6 Technology Problem-Solving and Decision-Making Tools: development of strategies for solving problems in the real world.

Success Indicators: Demonstrate how others and themselves embrace climate change mitigation practices.

Life Skills: Teamwork, marketable/useful skills, contribution to the group, planning/organizing, communication

Time Needed: 40 minutes

Materials List: Storyboard Planning handout, Photo release and other participation forms, devices with Internet access and video development and presentation capability, sticky note pad and poster boards for each small group, pens, markers.

Space: Appropriate room to accommodate meeting in small groups, to set up planning, project locations to interview community members, place to present videos to the whole group.

Suggested Group Size: 12-15 or more, small groups of 4 or 5

Acknowledgements

Adapted from “What Do we Do With All That Trash” lesson by Donna Alese Cooke, April 2, 2011; https://knilt.arcc.albany.edu/What_Do_We_Do_With_All_That_Trash

Introduction

Actions to address climate change is a topic of growing interest among youth throughout the world. In this activity we will explore ways, both big and small that people they know in their communities are addressing climate change issues and reducing their carbon footprint.

The goal of this activity is to have youth work together to produce a short 4-5-minute video showcasing people in their community who are making a difference by taking action toward climate change. Prior to this activity, it is suggested that your group complete prior activities **3.1: Action Takers**, **3.2: Peer Interviews**, and **3.3: Practice Interview** in sequence, as they are experiential steps leading up to the final preparation and presentation of the video project.

Opening Questions:

- Reflecting on what you’ve watched in the videos in **3.1 Action Takers**, and imagining your way into creating your own video to inspire others, what and who would you feature?
- What would be the look and feel of the video?
- Who in your community is making a difference in doing something about climate change? How might you find out?
- What questions would you ask those in your community you will interview for the video?
- How will you know if your video has inspired others to action?

Background Information

Before the Activity: Prepare materials and handouts. Provide or suggest devices (mobile phone, tablet, laptop) with Internet access and video capability. Participants may provide their own or use a computer lab at school or in the library. Review introductory videos.

Let’s Do It!

People Taking Action (30 minutes)

- Review the introductory videos in 3.1 Action Takers activity. Ask opening questions as they relate to the videos.

- Explain to youth that they will work in small teams to plan, produce and present a 4-5-minute video presentation.
- Provide each team with a poster board, pads of colored sticky notes, pens and markers. Ask them to create a planning process and storyboard on their poster boards.

Part One: Planning: Model the planning process by using the *Brainstorming and Storyboard* handout and have them use sticky notes to jot down ideas and add to the storyboard.

Brainstorm Project Plan

- **Style:** How the content, video filming technique, style and approach in the video examples they watched 1.1 and may work in creating their video?
- **Who** will be the subject of their interview and video?
- **What** possible interview questions will they ask?

Playing Your Part: Each member in the small group will be assigned a task (smaller groups may have more than one task per member): writer, host, videographer, director, and producer. Decide who will be doing what task:

- **writer:** finalizes the interview questions and will work with the producer to write the first and final draft of the storyboard.
- **producer:** works with the writer on the storyboard and makes sure all other group members are fulfilling their tasks.
- **director:** the director will follow the storyboard and direct the videographer and host(s) throughout the videotaping process.
- **host (front of the camera):** the host will be the person narrating the video, interviewing and showcasing the subject's demonstration of their actions against climate change. This task can also be shared by all members (other than the videographer) should the writer, producer and director want to host a segment in the video.
- **videographer:** the videographer shoots all the video scenes, follows the storyboard and works alongside the director and host to make any edits before publishing the video onto the site.

Final Revisions: After the writer and producer complete the first draft of the storyboard, they will present it to the group to discuss and make final revisions before moving on to Part Two.

Part Two: Video Production and Debut (time varies). Along with adult supervision, each small group will reach out to the interviewee(s) to see if they will agree to be a subject of the video shoot; once a subject agrees:

- Revise and finalize the interview questions if more personalization is needed.
- Have interviewee(s) fill out any photo release forms for permission.
- Schedule a time, place to tape the interview. All group members will be on 'location' during the video shoot, using the storyboard and interview questions as a guide.
- Videos will conclude with small group members adding commentary about how these people in their community have inspired them to make positive change as well.

- Group will meet to review the video for editing and finalizing.

Conclusion (Time TBD): Each group will present their videos (how, where TBD).

Talk It Over

Share: How did the production roles help with this video project?

Reflect: Which person(s) featured in the videos inspired you? How?

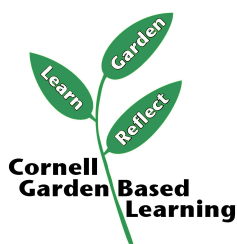
Generalize: What are the big and small changes have people interviewed in the videos accomplished (introductory videos and those produced in this activity)?

Apply

- How do you see yourself taking action in the same way the leaders in your community are?
- What ways can you continue showing others in your community how to take action?
- What are some actions you will take today to act against climate change?

References

- New Brunswick 4H project for the Climate Change Summit Community Compost Project for their community garden. <https://youtu.be/50INAgDImcY>
- Changing our behavior is one way we can make a difference in Climate Change. TrashFash is a 4-H Teen Climate Summit project in which a group of kids came together to make upcycled items to sell at the Cape May County 4-H Fair. <https://youtu.be/bdkjT8IFu9Y>
- Pin Oak home-school group's climate change video: <https://youtu.be/NHLxglyBQNA>
- Virginia environmental conservation organization is teaching local school children from Grandby High School, climate resilience strategies to live with rising waters through <https://youtu.be/VFI5p6SvnEE>
- ACE Educator Elana, explores her own nearby community garden and takes a look at how some local high school students grow their own food to reduce carbon emissions. <https://youtu.be/WOnhxRYzcps>



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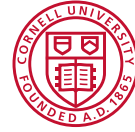
Author: Donna Alese Cooke

Reviewer: Marcia Eames-Sheavly, Joy Flynn CCE Suffolk Master Gardener Volunteer



3.4 Storyboard Planning Handout

Cornell Cooperative Extension
Cornell Garden-Based Learning



Video Project Planning & Story Board Brainstorm

Playing your Part

Writer	Producer	Director	Host(s)	Videographer
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Video Story Board

Scene: _____

Page#: _____

Shot #

Action

Talk (Dialogue)

Effect

Shot #.

Action

Talk

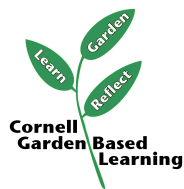
Effect

Shot#

Action

Talk

Effect



Published: June 2020
Author: Donna Alese Cooke
Reviewer: Marcia Eames-Sheavly

Building Strong and Vibrant New York Communities

Diversity and Inclusion are a part of Cornell University's heritage. We are a recognized employer and educator valuing AA/EEO, Protected Veterans, and Individuals with Disabilities.