



Effectively Communicating the Global Warming and Climate Change Issue to Young People by Empowering Action and Inspiring Change



**Pearl Tassell**

# PLANET SAVING SUPER HEROES

DEFENDING AGAINST CLIMATE CHANGE





## Workshop Summary

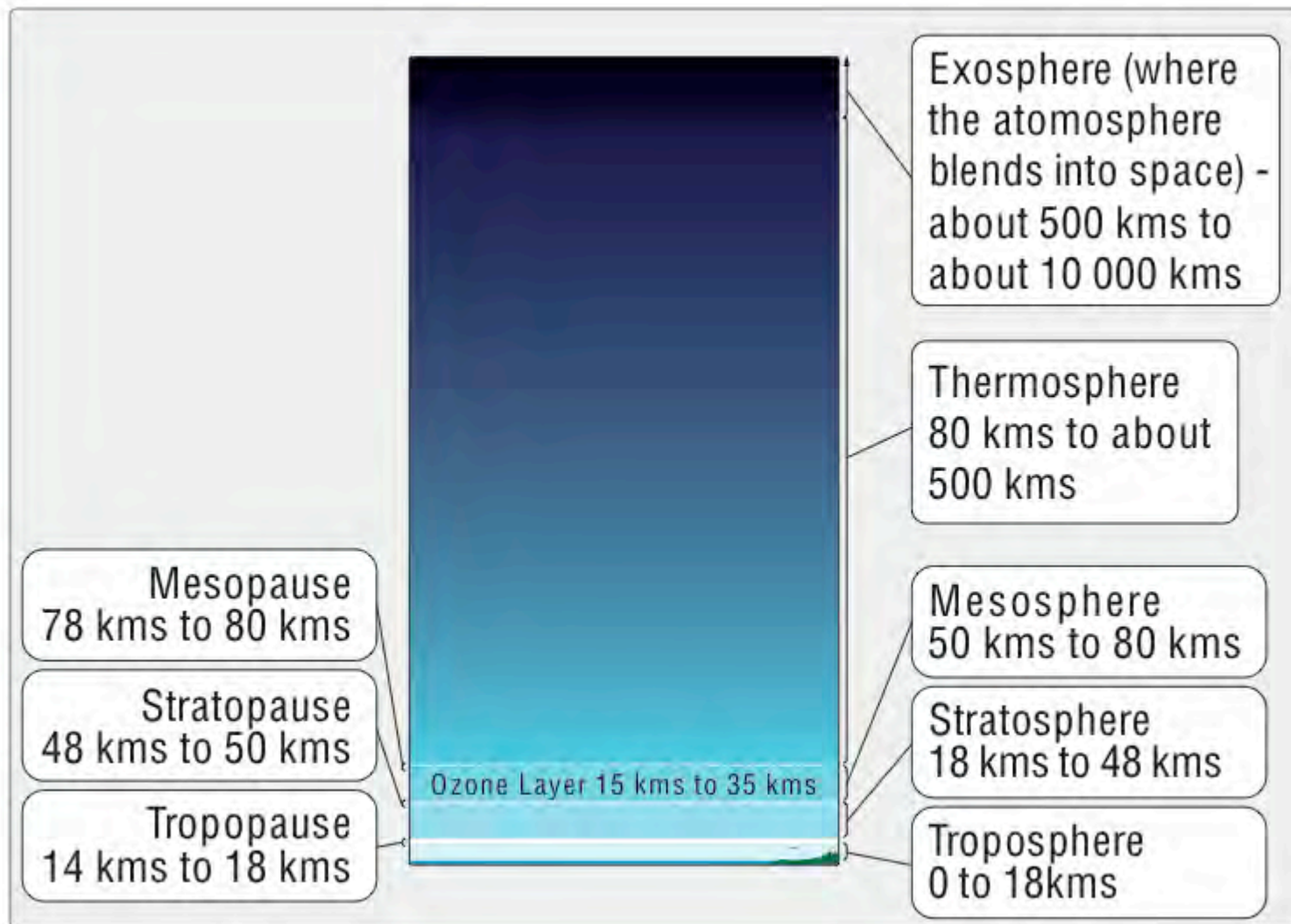
1. Understand
  2. Conceptualise
  3. Establish a case for change
  4. Inspire and Empower
  5. Visualise
  6. Act
  7. Evaluate and Educate
- Conclusion
- Questions



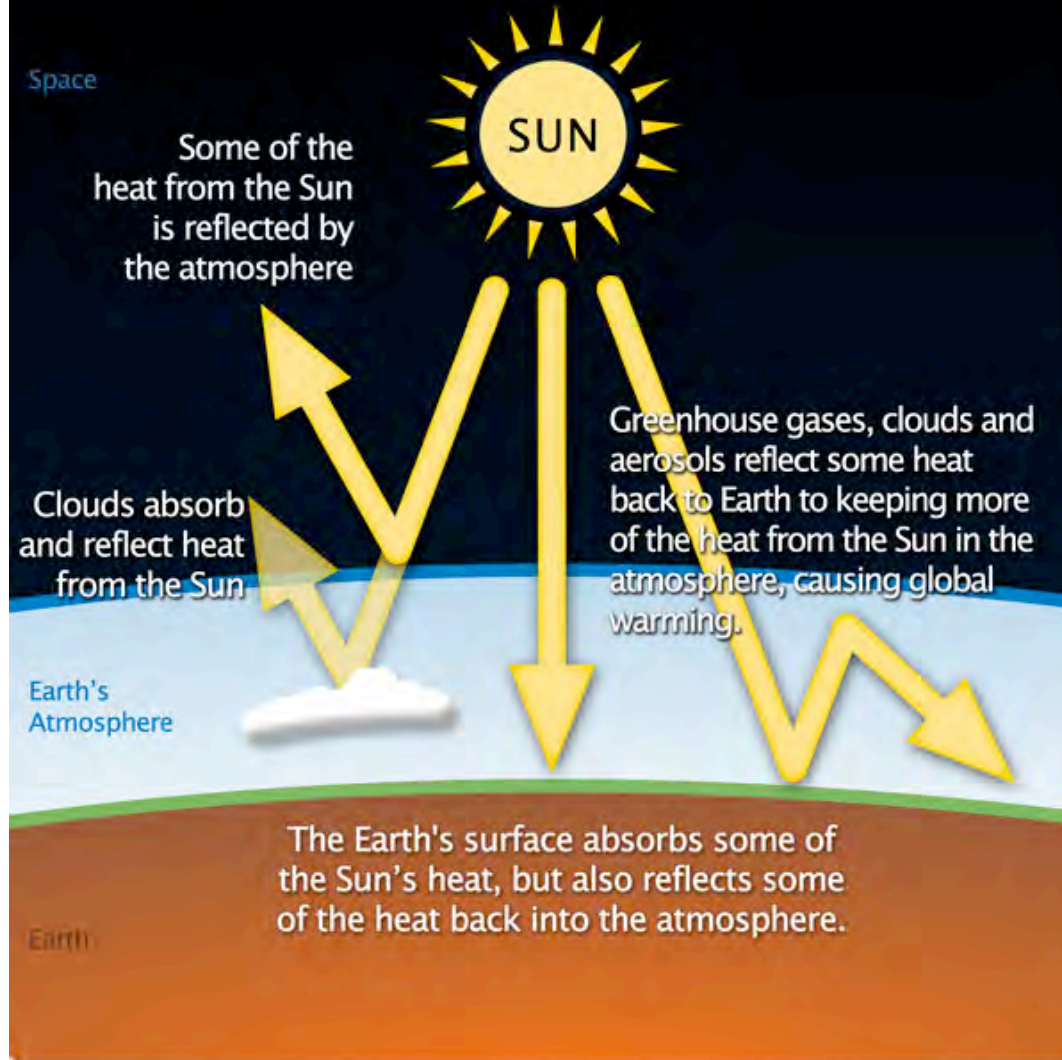
# 1. Understand

The science of global warming and climate change

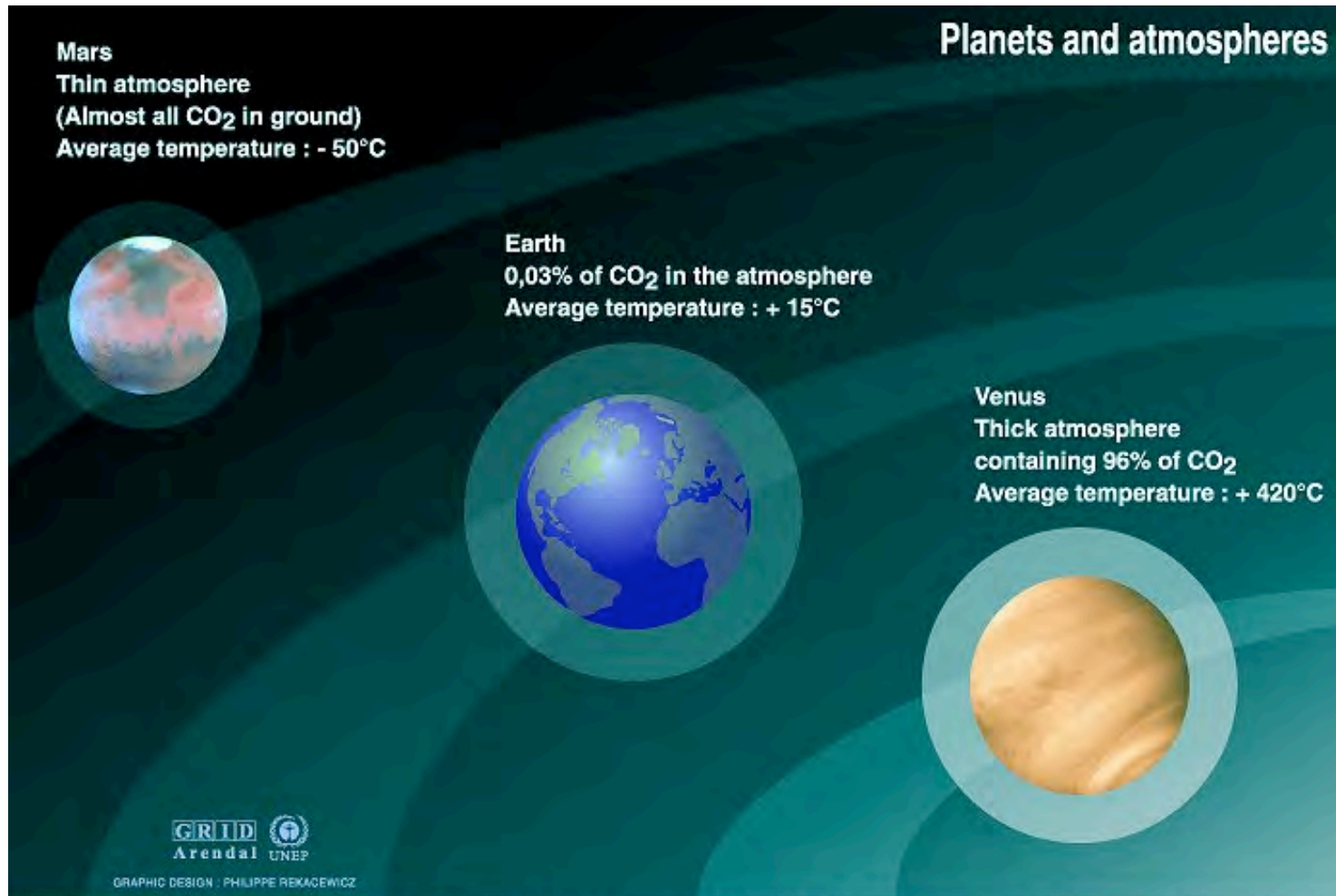
# The Earth's Atmosphere



# The Greenhouse Effect

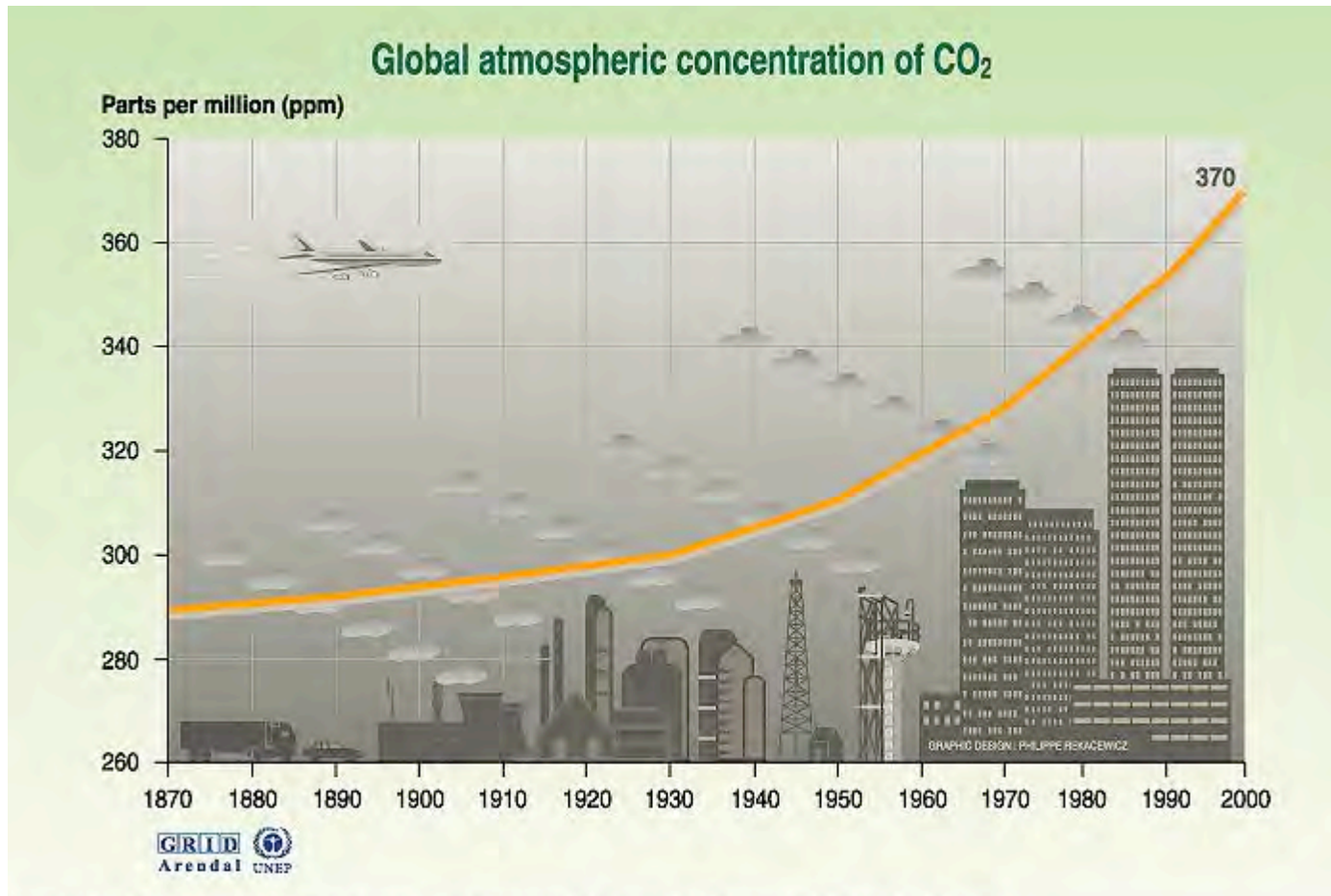


# Other Planets



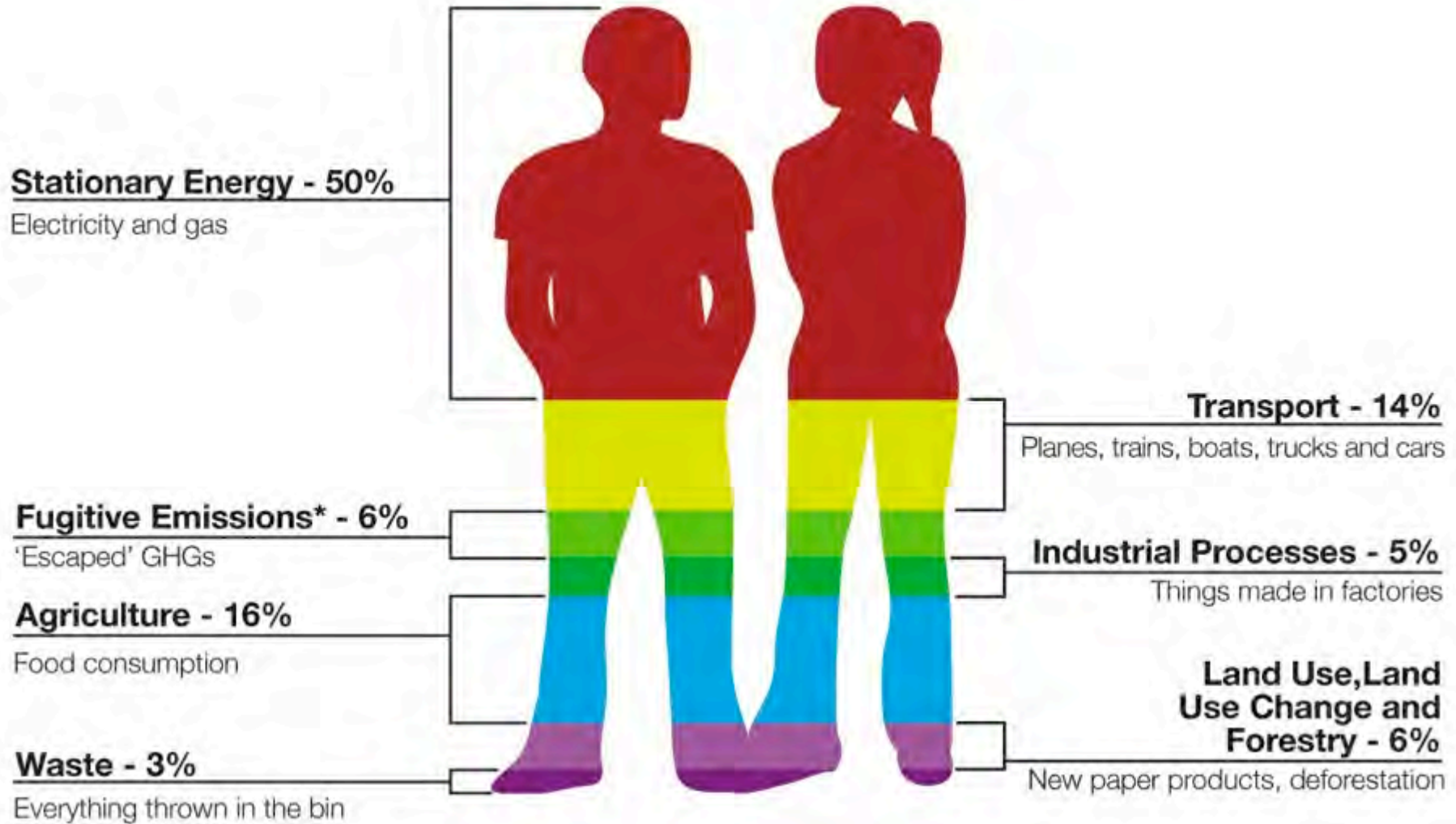
Sources: Calvin J. Hamilton, Views of the solar system, [www.planetscapes.com](http://www.planetscapes.com); Bill Arnett, The nine planets, a multimedia tour of the solar system, [www.seds.org/bills/tnp/nineplanets.html](http://www.seds.org/bills/tnp/nineplanets.html)

# Increase in Greenhouse Gas Emissions



Sources: TP Whorf Scripps, Mauna Loa Observatory, Hawaii, institution of oceanography (SIO), university of California La Jolla, California, United States, 1999

# Sources of Greenhouse Gas Emissions





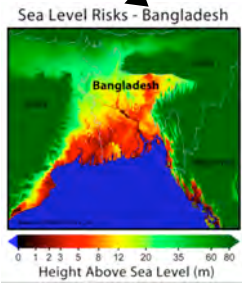
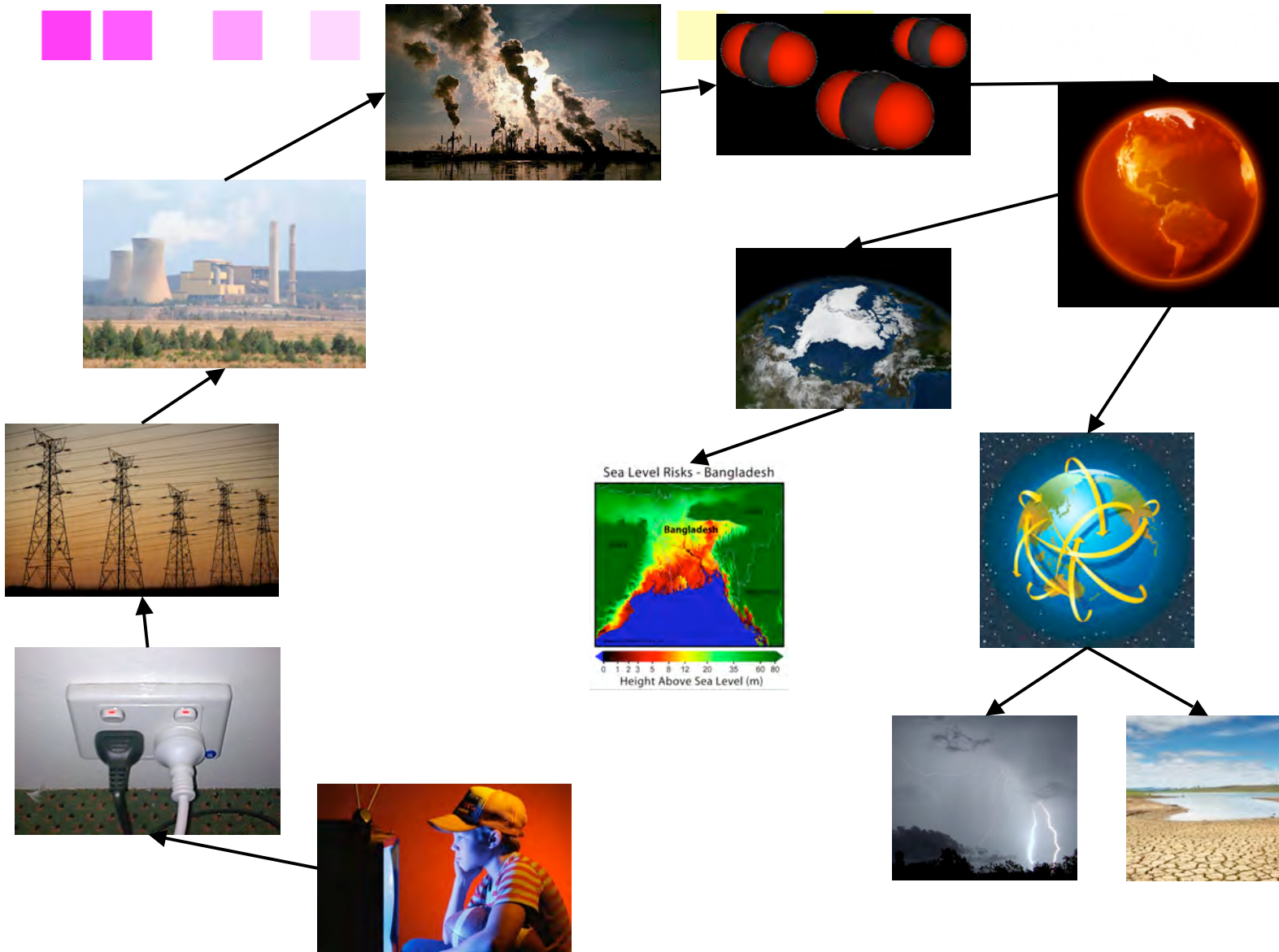
## 2. Conceptualise

**Local contribution to a global issue**

**Chain Reaction Exercise**

**A Day in the Life of a greenhouse gas molecule**

**Math extrapolation methods**



# Actions and Reactions



### **3. Establish a Case for Change**

**A call for action**

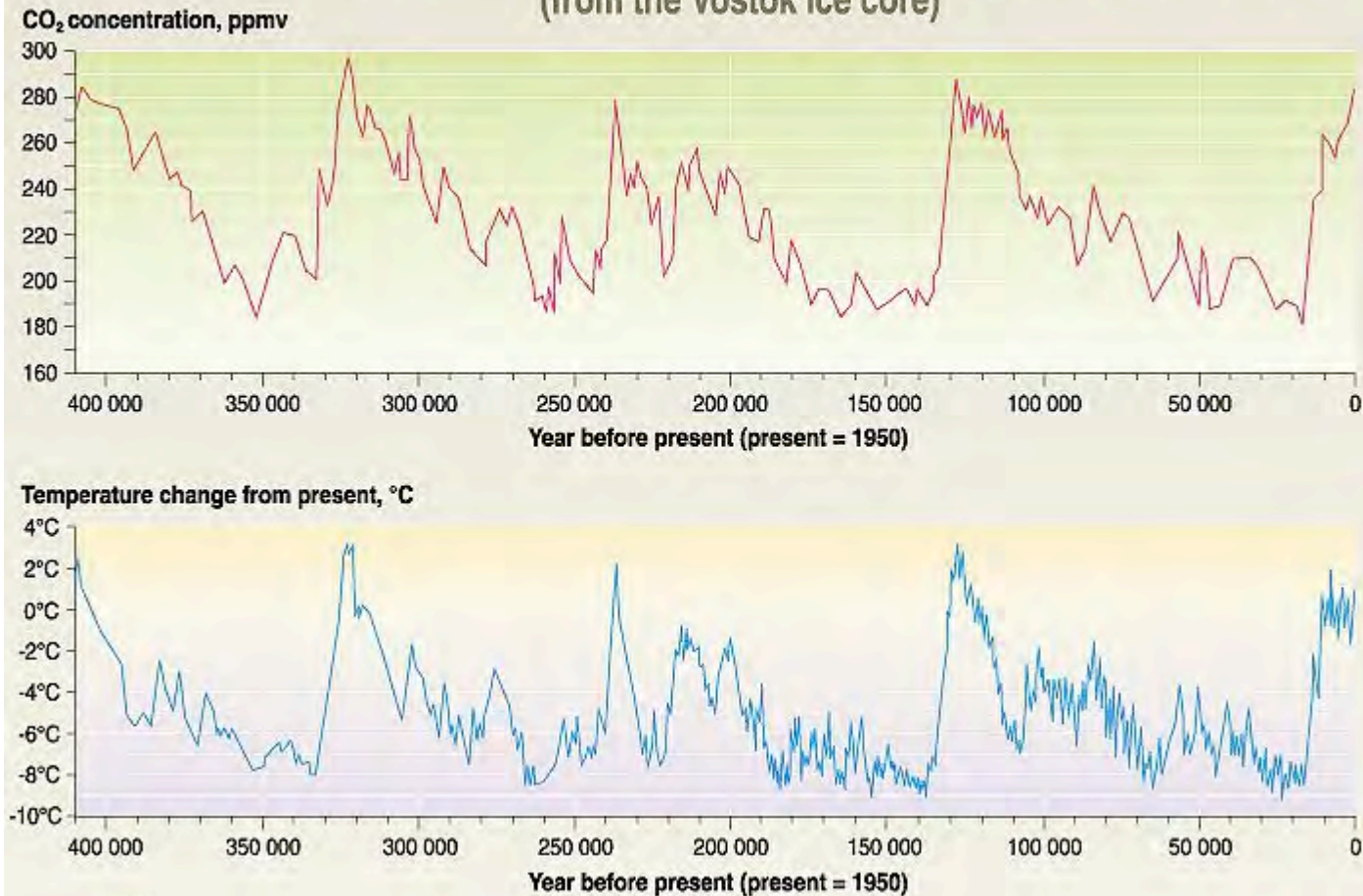
**Why do we need to act?**

**Increase in greenhouse gas emissions**

**Tonnes GHG per capita in Australia**

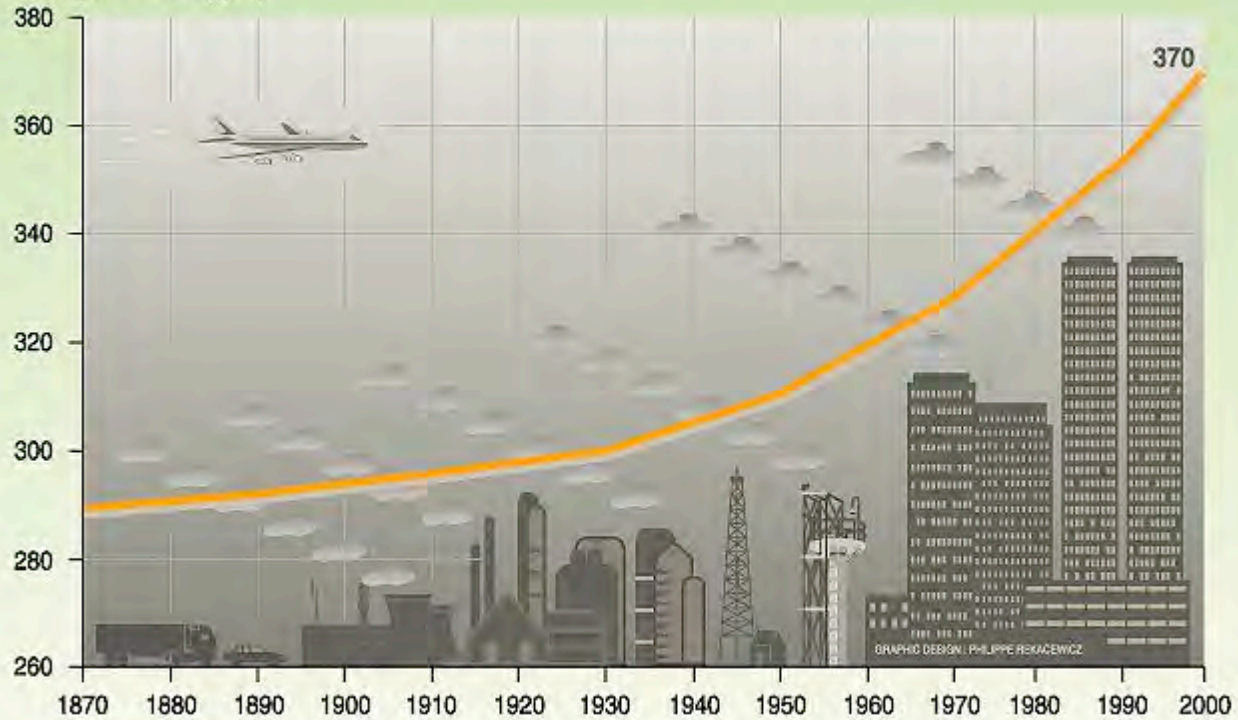
**Environmental, Social, Economical impacts of climate change**

## Temperature and CO<sub>2</sub> concentration in the atmosphere over the past 400 000 years (from the Vostok ice core)



## Global atmospheric concentration of CO<sub>2</sub>

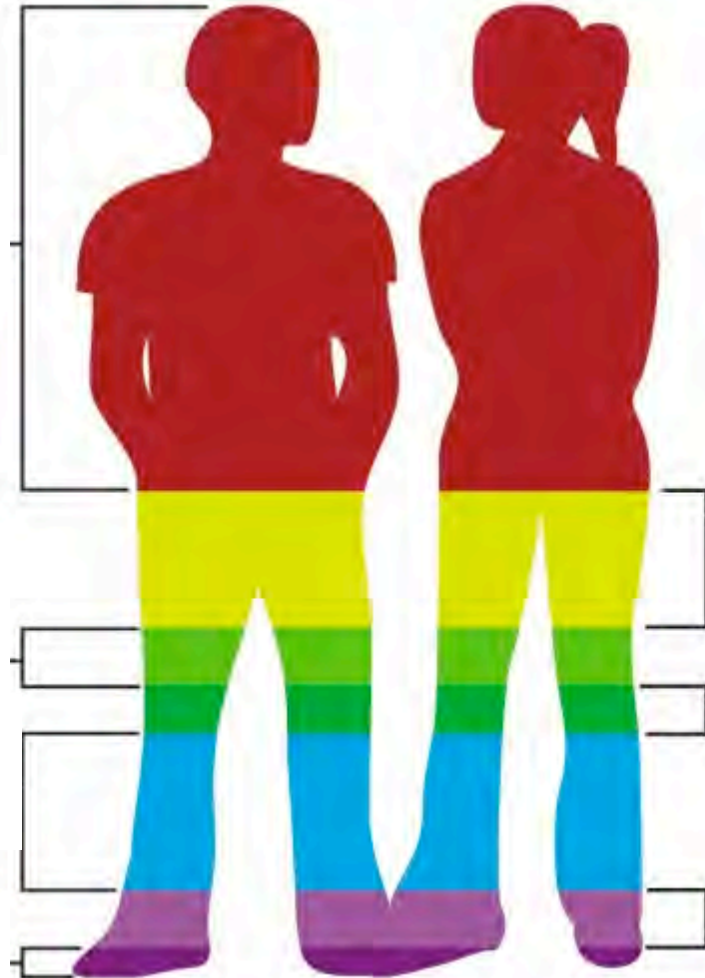
Parts per million (ppm)



GRID  
Arendal  
UNEP

Sources: TP Whorf Scripps, Mauna Loa Observatory, Hawaii, institution of oceanography (SIO), university of California La Jolla, California, United States, 1999

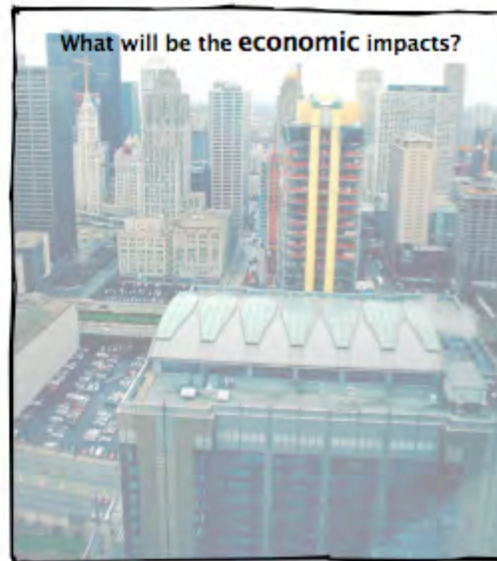
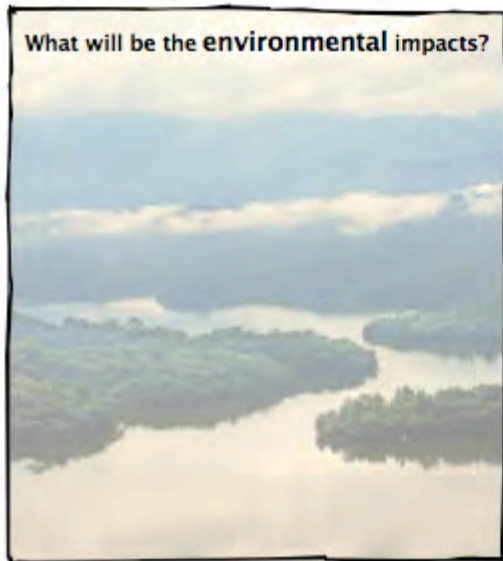
### 3. Establish a Case for Change




**Tonnes of GHG per capita each year in Australia**

### 3. Establish a Case for Change

Environmental, Social, Economical Impacts of climate change






## 4. Empower and Inspire

Communicate the message to inspire not disempower

Problem = Current solution + YOU

What inspires you?



## **4. Empower and Inspire**

**Inspiration**


**Stories and Metaphors:**

**Our actions do make a difference**

**Be the change you want to see in the world**

**If you aren't part of the solution are you part of the problem**

**One small step for man, one giant leap for mankind**



## **4. Empower and Inspire**

**Leadership**

**A Lesson in Leadership from the Dancing Man**





## **5. Visualisation**

**Futures and Planning**

**Where do we want to be?**

**Backtracking**

**What do we need to get there?**



## **6. Action**

**Change-making**

**Achievability**

**Relate to outcomes of visualisation**

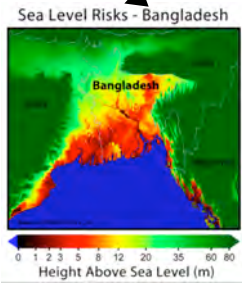
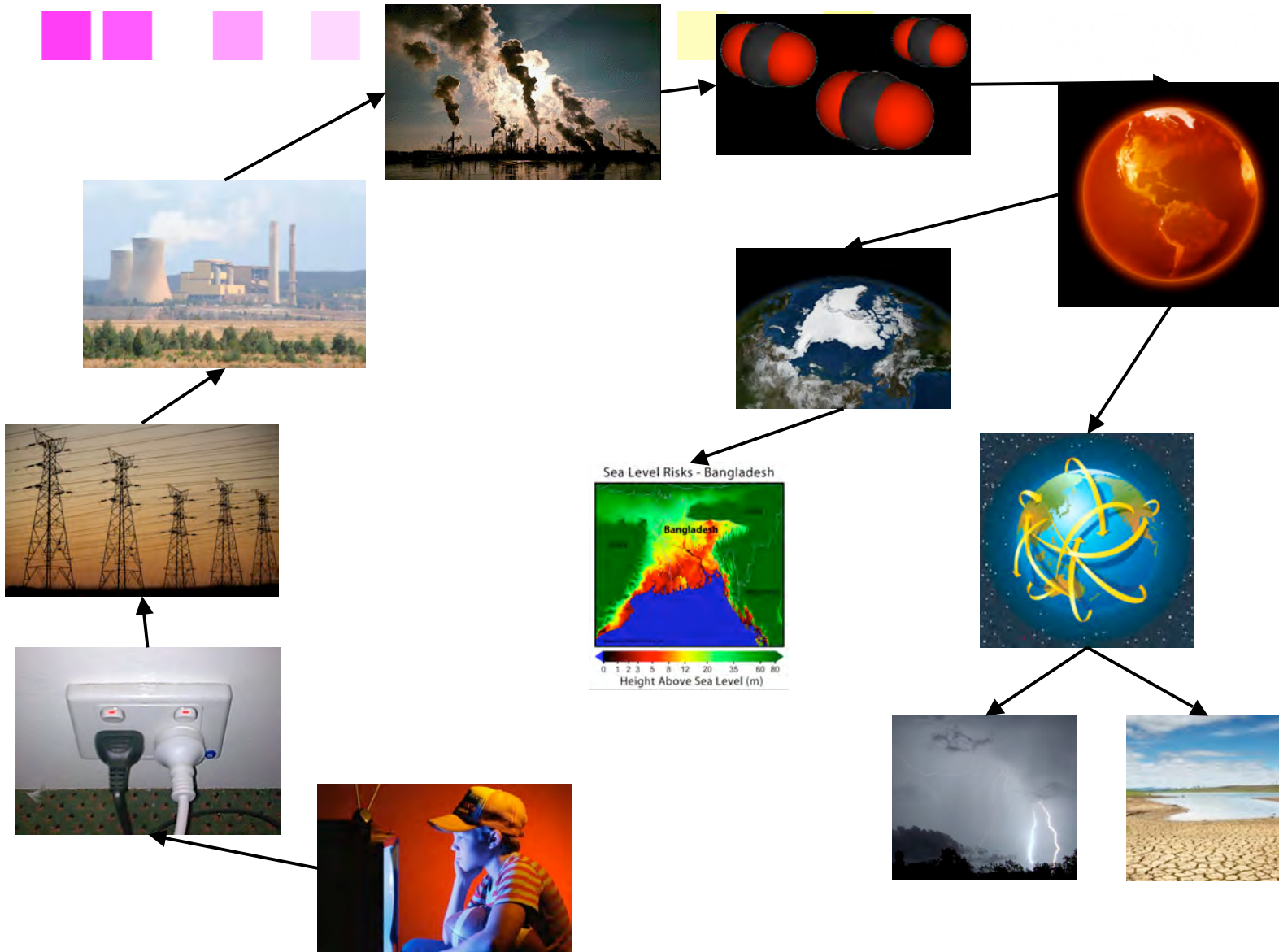
**What do we have the capacity to change?**

**Chain reaction map**

**Actions by emission source**

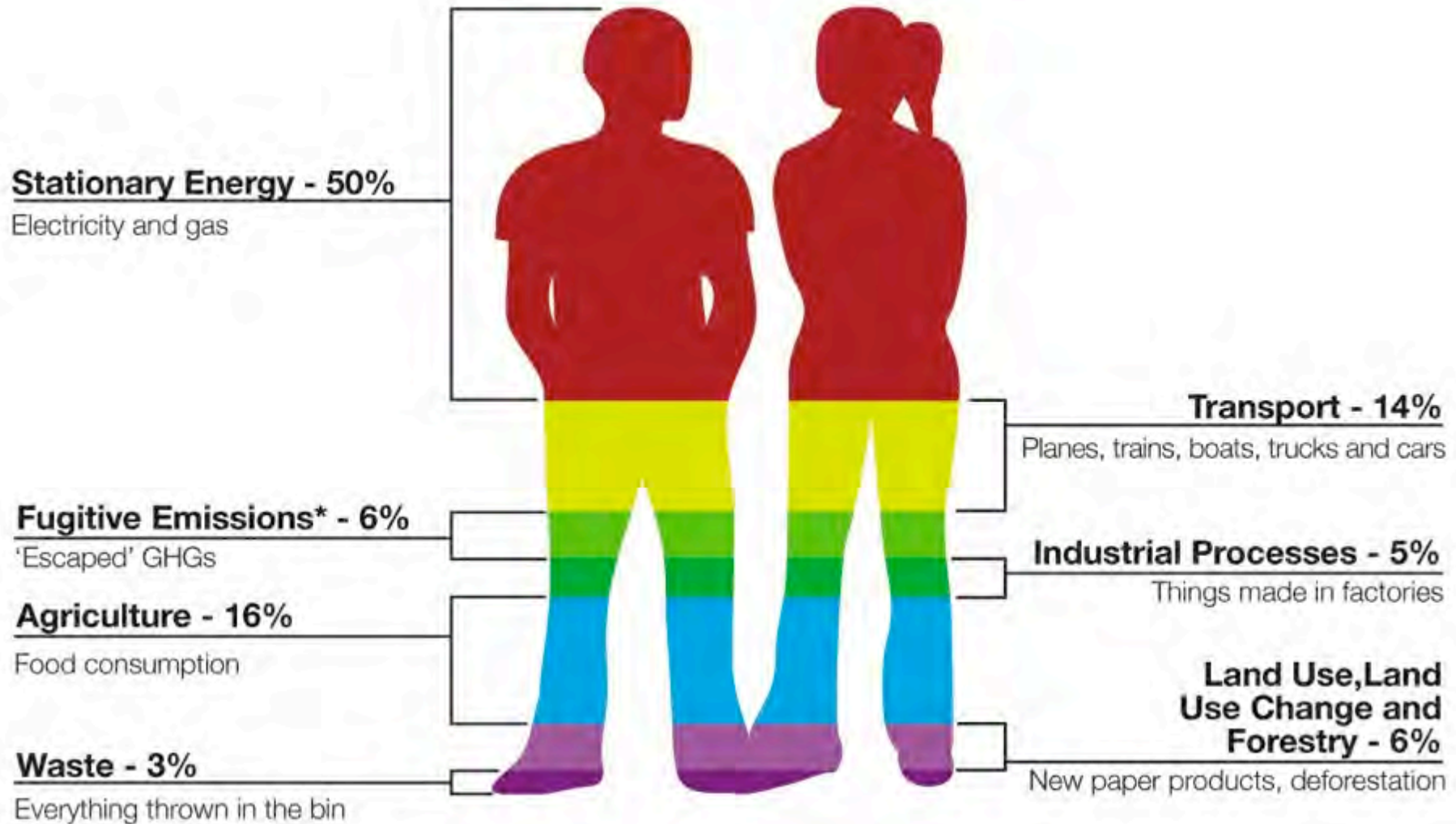
**Holistic approach**

**Action plan + policy and suppliers + mindset + awareness + behavioural change + program and projects, etc**



# Actions and Reactions

## 6. Action





## **7. Evaluate and Educate**

**Review actions**

**Communicate the issue to others**

**+ ability to present a case for change**

**Why should others take action?**

**Create the 'ripple' or 'tree' effect**



## 7. Evaluate and Educate

Youth Led Movements



## **7. Evaluate and Educate**

### **Methods of Communication**

**Posters / books / movies**

**Local media**

**Within school**

**In the community**

**'How Tos' for other schools**



## In Summary

1. **Understand** - the science behind climate change
2. **Conceptualise** - a global issue, local action
3. **Establish a case for change** - impacts of inaction
4. **Inspire and Empower** - metaphors and stories
5. **Visualisation** - futures planning
6. **Act** - holistic approaches
7. **Evaluate and Educate** - inspire others

**Conclusion**

Questions



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[www.facebook.com/coolenation](http://www.facebook.com/coolenation)