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CLIMATE ACTION!

Part 6:

Collective Climate Action

SUSTAINABLE DEVELOPMENT GOALS

developed by

Smithsonian
Science Education Center

in collaboration with

iap SCIENCE HEALTH POLICY
the interacademy partnership

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PART 6: COLLECTIVE CLIMATE ACTION

Find out More!

For additional resources and activities, please visit the *Climate Action!* StoryMap at https://bit.ly/CLIMATEACTION2030.

Planner

Activity	Description	Materials and Technology	Additional Materials	Approximate Timing	Page Number
Task 1: How can we collaborate locally to collectively take action for climate mitigation?					
Discover	Explore the advantages of collective action.	• Paper • Pen or pencil • Blanket, sheet, or large piece of cloth • Timer or clock		40 minutes	178
Understand	Learn the differences between incremental change and system transformation.	• Paper • Pen or pencil • Three objects, such as soft balls or stuffed toys • Timer or clock		40 minutes	181
Act	Identify who is already engaged in collective action in the community.	• Paper • Pen or pencil • Access to print or online resources	*Mitigation Strategies*	40 minutes	185
Task 2: How are people globally taking collective climate action?					
Discover	Think more about why we need global collaboration.	• Pen or pencil • Paper		20 minutes	188
Understand	Explore different global collaborative mitigation strategies that already exist.	• Pen or pencil • Paper • Access to print or online resources		60 minutes	190
Act	Identify which global mitigation group you could participate with.	• Pen or pencil • Paper • Access to print or online resources	*Global Climate Mitigation Organization Investigation*	30 minutes	196

Meet Your Research Mentor, Pawan Kumar Neupane

Meet Pawan Kumar Neupane. Pawan (pronounced puh-wuhn) will be your research mentor to help you understand about **collective action** for climate change.

Pawan is a senior scientific officer for the Nepal Academy of Science and Technology. He focuses on collective climate change knowledge generation, **dissemination**, and management. The knowledge dissemination part of his work targets young people, particularly high school students. He also supports people in local communities to help them understand the science behind climate change and listens to their experiences and perspectives about the changes they are facing in their communities. Since Pawan is now working with you, it is important to understand who he is.

Pawan's Identity Map

Completed master's degree in environmental science in 2009

Humanity is my religion, though culturally I am a Hindu

Lives in Bhaktapur district, Kathmandu Valley, Nepal

I live with my parents, wife, and two children

Fair complexion with an average weight and height

Engages in nature conservation

Nature lover

Loves nature hiking and trekking

Works as a senior scientific officer

Delighted to work with the community

Passionate about listening to chirping birds and streams

Works at Nepal Academy of Science and Technology

Likes to study philosophy, history, and nobles

Friends perceive me as an introvert but I do not

Researches air pollution, water resources, and climate change

Enjoys facilitating discussions and debates to reach consensus

Task 1: How can we collaborate locally to collectively take action for climate mitigation?

Think about trying to put together a massive puzzle all by yourself, with thousands of pieces scattered around. It would be very challenging. Taking action to help mitigate human impacts on the atmosphere is similar. Collaborating with others is very helpful. **Collaboration** is when two or more people team up to make or achieve something together. Working with others can be tricky. So, taking time to understand strategies that support more effective collaboration is important.

Before you begin the rest of Part 6, think quietly to yourself about Pawan's identity map and compare it to your *Identity Map*.

- Are there things you have in common with Pawan?
- Are there ways in which you are different from Pawan?
- Can you see anything about Pawan's identity that relates to understanding climate change and action?

Throughout Part 6 you will notice Pawan sharing ideas and experiences with you. He may help you understand better ways to do your research or share some of the research he has done.

In this task you will first ***discover*** more about why you might want to use individual or collective action to solve a problem. You will then use a model to ***understand*** the difference between **incremental changes** and **system transformations**. Finally, you will ***act*** to identify potential collaborators in your community who are already engaged in collective action.

Discover: *What are the advantages to collective action?*

In Part 5 you decided and implemented the action you wanted to take by yourself. In this part you will be working with others to think about taking a group action. There are reasons you might want to use either individual or group actions. In this activity you will be exploring those reasons.

1. Take a moment to think about the individual action you took in Part 5. What felt satisfying about it? Was there anything that felt frustrating?
2. Turn to a partner and share your experience. Then discuss:
   a. What are the advantages of individual action? Are there things that cannot be accomplished through individual actions?
   b. Are there situations where you think people need to collaborate to solve a problem as a group? Is climate change one of those situations?
3. Follow the directions in *Modeling Individual and Group Action*.

Modeling Individual and Group Action

Some things are easier to do as one person. However, many complex problems are easier to solve collectively. You will now model an individual solving a problem and compare it to a **collective** solving a problem.

a. Gather your materials. You will need:
   - A blanket, sheet, or large piece of cloth. When laid on the floor, it should be large enough for the entire team to stand on. Mark one side of the cloth so the team can easily identify each side.
   - Stopwatch, timer, or clock

b. Lay the cloth flat on the floor.

c. Choose one team member to act as the timekeeper.

d. Choose another team member and time them as they use just one finger and thumb to try to flip the cloth over, so it lies flat on the opposite side.

e. Record the time this took.

f. Now time how long it takes the entire team (except the timekeeper), working together, to each use one finger and thumb to flip the cloth.

g. Keep these materials. You will need them again for the *Collective Action Game*.

4. Compare the times it took one person and the group to accomplish the task. Discuss with your team:

    a. What was easier or harder about flipping the cloth individually compared to doing it as a collective? A collective is a group. Collective action means many people acting together for a common purpose.

5. Follow the directions in the *Collective Action Game* to explore more about collaborating with others to take action.

Collective Action Game

Get Ready

a. Pick one team member to be the timekeeper. If you have a team member who would find it difficult to stand, this might be a good role for them.
b. Make a data table like the one shown in Figure 6.1.
c. Lay out the piece of cloth on the floor, making sure you can tell the difference between the top and the bottom.
d. Have the entire team (except the timekeeper) stand on the cloth.

Play the Game

The goal of the game is to flip the cloth upside down without stepping off the cloth onto the floor. If anyone does step off the cloth, they must start over again.

You will play the game four times. Each time will be a different trial. Each trial will have a set percentage of action takers and non-action takers.

a. For each trial, assign team members a role as either an action taker or a non-action taker. Look at your data table to see how many people to assign to each role in each trial.

    - Non-action taker role: Stand still on the cloth in the same location. They can lift their legs and feet up and down. They can take one step forward and backward when instructed by an action taker. They cannot use their hands.
    - Action taker role: They can move freely around the cloth. They can use their hands and feet to move cloth.

b. Start the timer and time how long it takes the group to flip the cloth for each trial.

Trial #	% of team that are Action Takers	% of team that are non-Action Takers	Time
1	100%	0%	
2	75%	25%	
3	50%	50%	
4	25%	75%	

Figure 6.1: Data table for the Collective Action Game.

Optional Extensions

Repeat any of the trials with no speaking allowed between any team members.

Repeat any of the trials with no speaking or non-verbal communication (such as gestures) allowed between any team members.

If you have separate groups playing at the same time, you can calculate the average time for each trial across all groups on the team. Compare the times for each group to the average of the entire team.

6. With your team, examine your data table.
    a. Which trial took the longest?
    b. Why do you think that was?
7. Discuss with your team:
    a. What was useful about having more action takers?
    b. Was there any disadvantage to having more action takers?
    c. What did you need to pay attention to while taking action together?
8. Think quietly to yourself and then discuss as a team:
    a. How did you communicate while completing each trial?
    b. Was the way you communicated the same across all trials? If not, how did it change?
9. Read about who Pawan works with when taking collective action for climate mitigation in Nepal and some of the challenges of this collective work.

Pawan says . . .

Here are some different people we work with when taking collective action.

- Political leaders
- National and local policy-makers
- Community people
- Researchers
- Teachers
- Students
- Members of school management committees
- Executives and staff of non-governmental and local organizations
- Members of local groups such as youth clubs, eco clubs, mothers groups, community forests users groups, etc.

In some programs few years back, we had found some people, even policy-makers, denying climate change science. They viewed climate change issues as global political issues for slowing down the development and economic activities in developing countries. Other challenges we have experienced when taking collective action include:

- Geographical challenges, especially when traveling to communities in the hilly region
- Lack of political and social interest to act on climate
- Misunderstandings about the roles and responsibilities for collective action
- Misunderstandings about the subject matter, in some cases

Understand: *What are the differences between incremental change and system transformation?*

In this activity you will learn the difference between small, step-by-step improvements (incremental changes) and larger, more significant shifts in how things work

(system transformations). You will play a game to model effective teamwork and problem-solving.

1. Play the *Change Game*.

Change Game

Get Ready

a. Gather your materials. You will need:
   a. Three objects that can be safely tossed between team members, such as soft balls or stuffed toys
   b. Timer, stopwatch, or clock
b. Make a data table like the one shown in Figure 6.2.
c. Find a space, either inside or outside, where the team can stand close together in a circle or sit around a table comfortably.
d. Pick one team member to be the timekeeper. If you have a team member who would find it difficult to toss an object, this might be a good role for them.
e. Pick one person from the team and give them one of the objects.
f. Paying close attention to the order, have the first person lightly toss the object to another team member. Continue tossing the object around the team. Everyone should have one turn to catch and throw it. After every person has had a turn, toss the object back to the first person who started. Remember the tossing pattern. You will need to follow it throughout the game.
g. If it helps, write down the order so everyone can see it. The team will keep following this pattern during the entire game.
h. The goal of the game is to pass or toss the three objects, one after the other, around the group in the pattern you have established.
i. Give the first person all three objects. The objects should be tossed through the pattern one after the other, and not all three at once. You will collect data about the time it takes for all three objects to go through the pattern of team members.

Play the Game

Now you will play the game by tossing the three objects around in the pattern. You will do six trials. Trials 1–3 will show incremental change. Trials 4–6 will show system transformation.

a. First, make a guess: How much time do you think it will take to toss all three objects around the team in the pattern? Share your idea with your team.
b. Trial 1: Start the timer and have the first person start tossing the three objects through the established order. Stop the timer when all three objects are back with the first person. Write down the time in the table under Trial 1.
c. Trial 2: Before you start passing, work together to try to find ways to reduce your time while remaining stationary. Are there ways to change the process to make the time shorter? Choose a specific change and write it in the table. Then conduct your trial and record the time. You still need to follow these rules:
    - Everyone must touch each object only once.
    - You must follow the established pattern.
d. Trial 3: Using the same rules, choose another change where people are stationary and write it in the table. Conduct your trial and record the time.
e. Trials 4–6: For Trials 4-6 you will be thinking about system transformation. This means you can change the system itself. In these trials you can move around and reorder yourselves in any way you would like. For each trial, choose a specific change and write it in the table. Conduct each trial and record the time. Try to improve your time with each trial.

Trial #	Time (seconds)	Notes on Changes
1 (stationary)		
2 (stationary)		
3 (stationary)		
4 (moving allowed)		
5 (moving allowed)		
6 (moving allowed)		

Figure 6.2: Data table example for the Change Game.

In this game, small changes happen step by step, like how fast people pass things or what they say to each other. These are examples of incremental changes. Big changes also happen in the game, like moving where people stand in the circle or making the objects stay still in the same place while people move around them. These are examples of system transformations.

2. Take out a piece of paper or use a class board to create a chart with two columns and four lines. Label the columns "Incremental Change" and "System Transformation." Label the lines with the four perspectives: "Social," "Environmental," "Economic," and "Ethical." Figure 6.3 shows an example.

	Incremental Change	**System Transformation**
Social		
Environmental		
Economic		
Ethical		

Figure 6.3: Four Perspectives table example.

3. In the *Incremental Change* column, list small changes you would like your community to make within each perspective. For example, you might put next to *Social,* "discussing more about climate change in schools."
4. In the *System Transformation* column, list big changes that would transform your community from each perspective. For example, you might put next to *Environmental,* "make the environment the top priority when making decisions."
5. Read about the experiences in Pawan's community that create issues for collective action. Identify where incremental changes or system transformations could help.

Pawan says . . .

There is a mismatch between the demand for and supply of climate change knowledge at the local level. Local communities are looking for answers to their day-to-day problems, particularly on how to deal with questions related to the critical stress periods within their farming systems and livelihoods,

since these are affected by erratic and changing climate. Rural households want knowledge to address the concerns of loss of life due to extreme events, declining productivity, crop failure, and the additional burden on farming due to pest and disease outbreak, water scarcity, family health issues, and depletion of resources.

Despite their demand, Nepalese farmers and communities receive inadequate guidance and inputs from the agencies concerned. For example, the Department of Hydrology and Meteorology disseminates annual **monsoon** forecasts from its central office down to its regional offices. However, the system to disseminate such information to the local level where it is needed and how best to use the information for decision-making is currently inadequate.

Act: *Who in your community is already engaged in collective climate action?*

There are groups in your community who are already taking action to mitigate climate change. In this activity, you will identify and learn about these groups so you can decide if you want to collaborate with them in the future.

1. Read about how Pawan and his team are engaging with people in their communities to learn about collective climate actions that are already happening.

Pawan says . . .

In Nepal, local people are the live witnesses to climate change due to global warming, since they have good firsthand experience of snowfall patterns, the coldest and hottest times, erratic rainfall patterns, heavy rainfall, etc. The Indigenous communities of Nepal, like people in other parts of the world, have first-hand experiences of impacts of climate change where they live, and therefore are applying their traditional Indigenous knowledge to adapt to the impacts.

Studying the ways of livelihood of Indigenous communities helps in identifying climate change impacts and in exploring local adaptation practices. In this regard, we worked as a team to assess the impacts of climate change on the livelihood of a Chepang community in Gorkha district, Nepal, and document the Indigenous practices adopted by them to secure their livelihood. We worked with these communities to analyze the following:

- Patterns and trends of climate **parameters**, based on meteorological data and perceptions of the Chepang community
- The impacts of climate change on the livelihood of the Chepangs
- Existing Indigenous knowledge for coping and adaptation strategies to climate change adopted by Chepangs

2. Think quietly to yourself, based on what you have learned, why might it be important to work with others to address human impacts to the atmosphere?
3. Examine your list of *Mitigation Strategies* from Part 5. Do you know of any community groups working together on any of these mitigation strategies?
4. As a team, make a list of any community groups or programs you know of that might be working to mitigate climate change.
5. Choose one organization or program. You can work with other team members or by yourself.
6. Create a set of research questions that will help gather information about the group or program you chose. Questions should cover topics such as motivations, challenges faced, and future plans. Examples of questions include:
    a. What is this group or program trying to accomplish?
    b. What types of things do they do to accomplish their goals? For example, some groups might give classes, others might help create gardens, others might contact government officials to encourage them to make changes.
    c. How do people in this group or program work with others to accomplish their goals?

7. Try to answer your questions using websites, brochures, or other materials, visit the group, or interview individuals who are in the group. Make notes about what you learn.
8. Use what you have learned to prepare a short presentation about the community climate mitigation initiatives you researched. Share with your teammates what you now know about the group or program and its goals.

Task 2: How are people globally taking collective climate action?

People around the world area already collaborating to try to limit greenhouse gas emissions. In this task you will first ***discover*** the need for global collaboration for collective action. You will then research to ***understand*** some ways people are currently collaborating globally for climate mitigation. Finally, you will ***act*** by sharing what you learned about this global collaboration with people in your community.

Discover: *Why do we need global collaboration?*

Our atmosphere is global, and that means we are limited in what we can accomplish at a local level. In this activity you will think more about why global collaboration might be needed.

1. Examine the world map in Figure 6.4. How dark the shading is for each country shows the amount of greenhouse gases they produced in 2021. Using the map, identify:
   a. The approximate level of greenhouse gas emissions for your country
   b. Three or four countries with the highest greenhouse gas emissions
   c. Three or four countries with the lowest greenhouse gas emissions

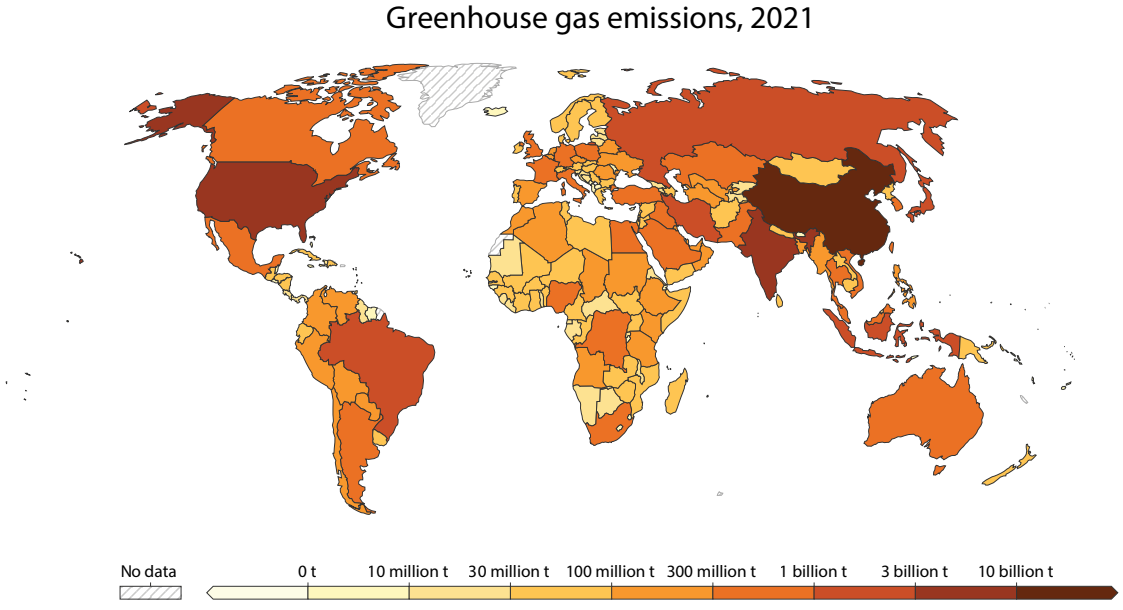

Figure 6.4: Map showing greenhouse gas emissions by country in 2021.[1]

2. Turn to a partner or as a whole team discuss:
   a. How do you feel about the differences between the countries shown in Figure 6.4?
   b. Thinking about the map, why do you think different countries might need to collaborate if they want to limit greenhouse gas emissions?
3. Think back to the United Nations Sustainable Development Goals (SGDs) you learned about in Part 1. Based on Figure 6.4, how would you rate your country's progress on SDG 13, climate action? Do you think you are doing well, poorly, or somewhere in between?

> ⚠ **Emotional Safety Tip**
>
> If you notice that your country or place is producing a lot of greenhouse gas emissions, it may make you feel angry or sad. These feelings are okay. Your country's emissions are not your fault. But you can help to make things better. You are already taking action by exploring these ideas through this guide. In the rest of the guide you will continue to explore other actions you can take.

4. Read Pawan's thoughts on global greenhouse gas emissions and collective responsibility.

Pawan says . . .

Developed countries are the leading emitters of greenhouse gases. They must act realistically on mitigating climate change. They must transform their fuel-based economies to green economies. Developing and under-developed countries have no other options than developing realistic adaptation strategies and implementing them seriously. Since climate change does not care about geopolitics, geographical boundaries, rich or poor economy, we all must take actions to adapt and mitigate human-induced climate change.

5. As a team, discuss who you think should be leading the efforts to collaborate globally.

6. There are different types of groups that might collaborate globally: for example, international organizations like the United Nations, national governments, city or local governments, companies, non-profit organizations, and groups of activists. List each type of group you can think of that might be able to collaborate globally. For each group you list, discuss:

    a. What are the advantages to having this type of group lead global collaborations?

    b. What might be the challenges to having this type of group lead global collaborations?

Understand: *What global collaborative mitigation strategies already exist?*

Many groups are already collaborating globally. In this activity you will explore more about the approaches they are taking.

1. Read *Global Collaborative Mitigation Examples*. There are 13 examples of organizations working globally for climate mitigation. Divide these examples up among your team members.
2. For your example, use the information listed in the box to answer the following questions:

    a. What is the primary purpose of this organization?

    b. What type of changes is the organization trying to bring about?

    c. Are these system changes or incremental changes? You can go back to Task 1, Act if you need to remember the difference.

Global Collaborative Mitigation Examples

These are some examples of global collaborative efforts for climate change mitigation.

United Nations Framework Convention on Climate Change (UNFCCC)

The UNFCCC is an international treaty involving most countries, aimed at addressing climate change. It establishes the annual Conference of the Parties

(COP) meetings where nations negotiate and decide on strategies to mitigate greenhouse gas emissions and adapt to the changing climate.

Intergovernmental Panel on Climate Change (IPCC)

The IPCC is a scientific body established by the UNFCCC. Made up of experts from around the world, it assesses the latest scientific information related to climate change and provides reports that inform global policy decisions on mitigation and adaptation.

Green Climate Fund (GCF)

The GCF, part of the UNFCCC, provides financial support to developing countries for their efforts to combat and adapt to climate change. It provides funding for projects and programs that promote low-emissions and climate-resilient development.

The Paris Agreement

The Paris Agreement is a landmark international accord under the UNFCCC. It brings together nations to collectively address climate change, with the primary goal of limiting global temperature increases to less than 2 degrees Celsius above pre-industrial levels, and pursuing efforts to limit the increase to 1.5 degrees Celsius.

World Meteorological Organization (WMO)

The WMO, part of the United Nations, specializes in **meteorology**, climate, and water. It plays a crucial role in monitoring and understanding climate patterns, and providing essential data for climate research, prediction, and adaptation.

International Renewable Energy Agency (IRENA)

IRENA is an organization that works with national governments to encourage the global transition to renewable energy. It provides support to countries to help them adopt sustainable and clean energy sources, reduce dependence on fossil fuels, and mitigate climate change.

Global Environment Facility (GEF)

The GEF is a financial organization that collaborates with various partners to fund projects that address global environmental issues, including climate change. It supports initiatives aimed at biodiversity conservation, sustainable land management, and reducing greenhouse gas emissions.

Climate and Clean Air Coalition (CCAC)

CCAC is a voluntary partnership of governments, businesses, and organizations working together to reduce short-lived climate pollutants like methane and **black carbon**. By focusing on these pollutants, CCAC hopes to more quickly mitigate climate change.

Carbon Pricing Leadership Coalition (CPLC)

CPLC is an initiative that encourages the use of carbon pricing mechanisms, such as carbon taxes and cap-and-trade systems, to incentivize businesses and individuals to reduce their greenhouse gas emissions. It fosters collaboration among governments, businesses, and civil society to promote effective carbon pricing strategies.

Global Green Growth Institute (GGGI)

GGGI is an international organization that supports developing countries in achieving green and sustainable economic growth. It focuses on integrating environmental sustainability, including climate change mitigation, into national development plans, promoting a balance between economic progress and environmental conservation.

International Nonprofit Groups

There are a variety of international nonprofit groups around the world. Their purpose is to address critical issues and improve the well-being of people, communities, and the environment around the world. These organizations operate without the goal of making profits. They focus on using their resources to collaborate across borders with diverse stakeholders. Through research and on-the-ground projects, nonprofits address a variety of issues, such as poverty, health care, education, conservation, and human rights.

International Climate Advocacy Groups

There are a variety of climate advocacy groups around the world. Their mission is to advocate for climate actions on a global scale. They work to influence governments, industries, and individuals. Through research, education, and public awareness campaigns, they foster international collaboration. Many of these

groups seek system transformations by encouraging everyone to adopt policies and practices that reduce greenhouse gas emissions.

International Scientific Groups

Scientists around the world are working together to better understand human impacts on the atmosphere and the effects of climate change. Organizations such as the Smithsonian Institution and the National Academies of Science, and similar groups in other countries, help researchers share their research with one another and collaborate.

3. Read *At the Smithsonian* to learn more about the global NESST program at the Smithsonian Science Education Center, which you could join.

At the Smithsonian

The Network for Emergent Socio-Scientific Thinking (NESST) is an inclusive, collaborative, action-oriented community project for a sustainable future at the Smithsonian Science Education Center. This project brings young people, teachers, scientists, researchers, community leaders, and museum workers together to collaborate, with a focus on learning for the future. They work across countries, different subjects, and ages to learn how science, technology, engineering, and math (STEM) can help solve big world problems, like the ones the United Nations says are important for a sustainable future.

NESST

Figure 6.5: NESST logo.

As you learned about in Part 5, the Youth Ambassador Program is part of the NESST project. The Youth Ambassadors are a team of high school students ages 14 to 18 from different parts of the world. You can consider participating in this program and be supported to:

- Increase your awareness of emerging socio-scientific issues.
- Explore community-based experiences with complex issues.
- Build an understanding of global-local interconnection.
- Develop capacity and agency for hopeful and positive action regarding climate change through STEM education for sustainable development.

Learn more about becoming a member of the NESST Youth Ambassador program at www.ssec.si.edu/nesst

4. Share what you have learned with the rest of your team. Be sure to share:
   - Why is it important to know about this group?
   - How do you think the purpose of this group is related to goals you or your team have for climate change mitigation?
5. Read *Global Climate Mitigation Organization Investigation* and use the directions to learn more about one group.

Global Climate Mitigation Organization Investigation

Choose

Select one global climate mitigation organization you would like to learn more about. Try to choose one that you find particularly interesting. You can select from the *Global Collaborative Mitigation Examples* or pick another group you know about. The *Climate Action!* StoryMap has some resources that might help.

Research

Use research tools available to you, such as official websites, reports, or reviews from reliable sources. Try to find information related to the organization's:

a. Background
   - How do they work?
   - What are their activities? What do they do?
   - What are their goals about climate?
   - What is their main focus, such as energy, policy, or conservation?

b. Accomplishments
   - What have they achieved?
   - What projects have they completed?
   - Have their projects been shown to have an impact?

c. Collaboration
   - Does the organization collaborate with communities?
   - Does the organization collaborate with other global organizations?

d. Communication
   - How does this organization communicate with the public?
   - What information do they share?
   - What platforms do they share this information on?

6. Keep the information you collect. You will need it in the Act activity.
7. Read Pawan's thoughts about why better connections are needed among local, national, and global groups working on climate action.

Pawan says . . .

Nepal has numerous simultaneously operating knowledge centers and networks at the national level. Many of these centers, however, are dysfunctional or have become inactive after some time. Furthermore, knowledge networks often operate in isolation, with very little linkage and coordination among themselves.

There is need for harmonizing and linking various knowledge-sharing and learning platforms. This could be done by developing at least one or two common learning and sharing platforms at the national and local level. The learning and sharing platforms could create synergy and collaboration among institutions working on climate change knowledge management. This national platform should build regional collaborations to improve exchange of knowledge, information, and methods within and between countries.

Act: *Which global climate mitigation groups could you participate with from your community?*

Collective action does not just happen; individuals make up each group. Now that you have learned more about different collaborative mitigation work going on around the world, you can consider how you might like to be involved.

1. Think about what you have learned about collective action for the climate. Consider how you personally would like to be involved in collective action-taking. For example, would you like to join the group you researched? Would you like to advocate or encourage change in a different way? Consider the following:
    a. Many of the local and global groups you learned about have roles young people can play within them. Learn more about the roles you could play in these organizations by contacting them.
    b. Many of the local and global groups you learned about have opportunities for you to become a youth ambassador or advocate. Contact the group to find out more.
    c. Identify one or more local or global groups that speak to you and then develop a communication strategy to share that with others in your community.
2. Take out a piece of large paper to make a poster.
    a. Use the information you collected in the Understand activity to make a poster about the group you investigated. Try to make the poster exciting and clear. Be sure to show people why this group is important.
    b. As part of your poster, include a representation of you and how you want to be part of collective action in the future.

3. As a team, arrange a poster presentation. Put up posters around your learning space. If you can, invite others, such as classmates, family members, or community members, to your poster show.
4. As others move around and examine your poster, share with them information about the organization and about your future goals for engaging in collective action-taking.
5. Acknowledge: Take a moment and recognize that you took more actions in this guide. Understanding the complexities of collective climate mitigation is an essential action. You are part of a human system. Humans are complex social animals. To effectively act on human impacts on the atmosphere, such as climate change, you must understand and respect the system.

Congratulations!

You have finished Part 6.

Find out More!

For additional resources and activities, please visit the *Climate Action!* StoryMap at https://bit.ly/CLIMATEACTION2030.

References

1. Hannah Ritchie, Pablo Rosado, and Max Roser, "Greenhouse gas emissions," Our World in Data, 2020, https://ourworldindata.org/greenhouse-gas-emissions

Glossary

This glossary can help you understand words you may not know. You can add drawings, your own definitions, or anything else that will help. Add other words to the glossary if you would like.

Black carbon: a granular form of pure carbon that is the primary component of soot

Collaboration: When two or more people team up to make or achieve something together

Collective: A group of people working together on a collective action

Collective action: Many people acting together for a common purpose

Dissemination: The action or process of spreading something

Incremental changes: Small, step-by-step improvements

Meteorology: A science that deals with the atmosphere and it phenomena and especially with weather and weather forecasting

Monsoon: A shift in winds that often causes a very rainy season or a very dry season

Parameters: Any element that can help in defining or classifying a particular system

System transformations: Big, system-wide changes in how things work or how they are done

