

CLIMATE ACTION LENS

CLIMATE ACTION LENS: Multiple narratives, multiple perspectives

This climate action lens was used by the developers of this project to ensure that the project was designed with the account of multiple narratives, perspectives, and potential impacts. Use this document to familiarize yourself with the thinking that went into the project. Use the blank Climate Action Lens on the next page to explore these lenses with your students.

▼ Urgency (what is the need for action?)

- Hurricane season intensifies each year due to warmer ocean temperatures; disaster could strike this summer/fall

► Impact (who is positively/negatively impacted by the action?):

Positive impact:

- Students better understand where food comes from and the impact of warming oceans
- Students gain a sense of efficacy by solving a real world problem and practicing authentic problem-solving
- Could raise community awareness about disaster preparation

Negative impact:

- Students may be more fearful about natural disasters, may actually feel less control



◀ Empathy (who is affected by lack of action?):

- Everyone in Hawai'i who buys food from stores and gets water from the tap (students and families!)
- Engineers and food distribution/shipping employees
- Local farmers

▲ Relevancy (what kind of action is relevant and attainable?):

- Imagining a disaster and practicing a collaborative, community-based response
- Reflecting on personal ability to prepare for disaster
- (optional) Reaching out to a community leader

CLIMATE ACTION LENS - Blank

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Use the blank Climate Action Lens to explore the multiple perspectives and potential impacts of the project with your students.

▼ **Urgency** (what is the need for action?)

► **Impact** (who is positively/negatively impacted by the action?):



◄ **Empathy** (who is affected by lack of action?):

▲ **Relevancy** (what kind of action is relevant and attainable?):