

# 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?)

- Consumerist mentality leads to a surplus of broken items ending up in the trash
- Our keiki are not necessarily exposed to “fix-it” skill building in school, which can be handy in identifying strengths and interests

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

#### Positive impact:

- The workers in the film clip and others whose job it is to help sustainability efforts in Hawai'i and teach about behavior changes
- Kids, families, pockets (\$)

#### Negative impact:

- The market - if you can fix broken household items, you don't need to buy the newest version!



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

- The 'āina
- Future generations
- Workers

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

- Learning 1 new skill, connected to a student's existing interest
- Practicing that skill
- Learning from, and tapping into the community
- Sharing the learning

# CLIMATE ACTION LENS - Blank

## CLIMATE ACTION LENS: Multiple narratives, multiple perspectives

*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?):