



## The People Speak 2008/2009 **Toolkit** **Activity sheets**

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# CLIMATE CHANGE ACTION PLAN

**Debate Topic:** *The world should adopt our plan to significantly combat climate change!*

## Instructions:

Use this form to describe your Climate Change Action Plan & then submit your plan online:  
<http://www.thepeoplespeak.org/schools/uploads/web-form.html>

Need help creating your action plan? Read the "Create Your Plan" section in this toolkit.

**Names:** \_\_\_\_\_

**School:** \_\_\_\_\_

**State:** \_\_\_\_\_ **Country:** \_\_\_\_\_

**Email Contact:** \_\_\_\_\_

**Action Plan Title:** \_\_\_\_\_

*Give your plan a short title that captures your best idea.*

## 1. Problem

*What problem or problems related to climate change will your plan address?*

*What's causing those problems?*

*Why can't current policies and actions fix those problems?*

## 2. Actor

*What group, government, or individual will be responsible for taking the actions you propose?*

## 3. Action

*What action should the actor take? Be specific: What's the goal? What are the targets, and when will they be reached? (Optional: How will your plan be funded? Enforced?)*



#### **4. Benefit(s)**

*What good thing(s) will happen as a result of your plan?*

##### **Benefit #1**

##### **Evidence & Examples for #1**

##### **Benefit #2**

##### **Evidence & Examples for #2**

#### **5. Advantages**

*What are the advantages of your plan compared to the status quo (the way things are right now)?*

##### **Advantage 1:**

##### **Evidence & examples:**

##### **Advantage 2:**

##### **Evidence & examples:**

#### **6. Convince Us!**

*Tell us in one paragraph why your solution is the best:*



# I. Research

To compete in the Fall Global Debates, your team will need to develop its own plan to significantly combat climate change. What you propose is completely up to you, but you must be prepared to defend your plan with strong arguments and sound evidence. For that, you'll need to conduct research.

## Step 1: Brainstorm

Start with a brainstorming session with your team. What do you know about climate change? What are the gaps in your collective knowledge? What do you know about proposed strategies for mitigating climate change? What do you think of those strategies?

*Tip: Make a list of questions you'll need to answer through research.*

## Step 2: Explore the Topic

Start filling the gaps in your knowledge by exploring the debates and references at the Global Debates Climate Change Portal:

[http://wiki.idebate.org/index.php/Global\\_warming\\_debates](http://wiki.idebate.org/index.php/Global_warming_debates)

Through this portal, you'll gain access to more than 20 debates on climate change in a pro-con format. What are the arguments in favor of biofuels? What are the arguments against? Each article lists references for further research.

## Step 3: Choose a Focus

As you explore the Climate Change Portal, discuss which strategies you think would be most effective in combating climate change. What do you want to focus on in your plan?

*Tip: Choose one or two key issues your plan will ad-*

*dress. Don't try to tackle everything!*

*You can use the Climate Change Portal to identify compelling arguments on both sides of the issue you choose to focus on. (Remember, two of your teammates will argue against your plan in the public debate!)*

## Step 4: Research Your Chosen Topic(s)

Once you've chosen the topic or topics your plan will address, you'll need to start gathering evidence. At this stage, you don't need to decide exactly what your plan will be. Your opinions might change as you gather information. As you conduct your research, take advantage of as many different sources of information as you can. Here are some suggestions for online, library and community research:

### Internet research

- Google (or your favorite search engine)
- Websites of different groups with a stake in climate change:
  - governments
  - international organizations (i.e. UN, World Bank)
  - environmental groups
  - business organizations
  - lobbyists
- Major newspapers & news magazines (many have online archives of articles)
- Google Scholar (a free collection of academic articles)

### Library research

Librarians are excellent sources of research expertise. Explain this competition to your librarian and ask him or her for advice. Libraries in your school, community, or local university may have subscriptions to online resources & databases you can't access as an individual. It's tempting to focus on online resources, but print materials (books, periodicals, newspapers, and academic journals) are also excellent sources of information.

### Community research

Don't overlook rich sources of expertise, opinions, and information in your own community. Seek out members



of your community who might have useful input:

- Government officials
- Farmers, foresters, ranchers & others whose livelihoods depend on resources affected by climate change
- Elders
- Representatives of local environmental organizations
- Business owners
- Workers in industries that emit greenhouse gases

*Tip: You can interview individuals you identify in your research & earn points by submitting your videos online!*

### **Research tip: Record your findings**

As you gather all this great material for your climate change plan, remember to keep good notes. One effective way to track your research is to label individual index cards or sheets of paper with specific topics or questions and list the arguments & evidence you find as you research each area. As you gather more useful information, your plan will start to take shape.

### **Next Step: Develop Your Climate Change Action Plan**





## II. Develop Your Climate Change Action Plan

By now, you've chosen a topic for your plan & gathered great supporting information. This guide will help you define your plan, develop arguments for it, and identify evidence to support those arguments.

*Tip: Download the **Climate Change Action Plan Form**. If you fill out the form as you work your way through this guide, you'll be ready to submit your plan online when you finish!*

### Part One: Create Your Plan

#### Step 1: Define the Problem

Start by clearly defining the problem your plan will help solve. What topic did you choose for your plan? What did you find interesting or urgent about that particular problem? Cite evidence that shows the severity, extent, or importance of the problem.

#### Step 2: Define the Actor

Your plan to combat climate change must define an "actor" and lay out a proposed action. The "actor" is the individual, group, government, or other organization you think should enact your plan. Who should take action? An individual person? A nation? An international organization?

#### Step 3: Define the Action

This is the crux of your plan: What policy should the actor adopt? What action should the individual or group take?

Define the action as specifically as you can and provide good reasons for the choices you make. If you're proposing that the actor reduce emissions, specify

how much emissions should decrease by. If you're proposing taxes or other financial penalties, establish the amounts. Consider the timeline: How long will the actor have to enact your plan? Will it happen gradually, over 10 years, or immediately?

Your plan can include additional elements you think will strengthen it. Examples:

- **Funding.** Who should fund the plan?
- **Enforcement.** How should your plan be enforced?

### Part Two: Support Your Plan

Your job now is to create the best arguments in favor of your plan and compile convincing evidence to support each of those arguments. As you go through this process, don't hesitate to revise your plan! As you grapple with complex issues, you'll probably see some of the evidence you've gathered in a different light. You might identify weaknesses in your plan that you want to fix.

If you've debated before, you'll recognize this process as constructing a debate case. A debate case is a set of convincing arguments & evidence that make a good case for a proposed action. Every team needs to develop a case to debate when they are on the affirmative side.

If your team doesn't have much debate experience, you can select from two common types of cases: a need-plan-benefits case or a comparative advantage case. If you're an experienced debate team, you're welcome to use one of these or another type of debate case. Either way, you're ready to finish your plan and prepare to debate it!

#### Step 4: Choose a Type of Affirmative Case for Your Debate

Team members decide together what kind of affirmative plan they will use in their debate. Beginners can assess whether their plan would fit better into a need-plan-benefits case or a comparative advantage case. Both are popular kinds of cases used by debaters.

The need-plan-benefits case focuses on the need for change. The purpose of the case is to establish firmly that a compelling and inherent need exists. Further, this case establishes that the plan offered works, is practical, meets the need, and provides additional benefits.

By contrast, the comparative advantage case focuses on



the advantages of a new action compared to the present course. The main objective of a comparative advantage case is to highlight the greater advantage that could be achieved by using this new plan rather than the old one.

Teams can decide which of these kinds of debate cases works best for the action they have identified.

## **Alternative I: Need–Plan–Benefits Case**

### **Step 1: Define the Need**

In the need-plan-benefits case, the focus is on the need. Your objective is to show how the plan alleviates the need and creates benefits. The first consideration, then, is to establish that need.

- What needs exist for changing the current policy?
- What problems or harms exist in the present system?
- What is the extent and severity of those needs?
- Why is the current policy unable to answer those needs?

### **Step 2: Present Your Plan**

Present your plan for combating climate change. Present your plan in a manner that shows how your plan answers the needs you named. Explain how your plan differs from the status quo.

### **Step 3: Argue the Benefits**

What benefits will your plan have? How are those benefits related specifically to the needs you named?

Out of the benefits your team identifies, choose 1, 2, or 3 to focus on. These benefits will be your primary arguments, so you should be able to back them up with compelling evidence. Evidence might include statistics, expert recommendations, policy analysis, examples, pilot studies, or other sources of credible information. You can decide to focus on only one benefit if you can provide varied, convincing evidence!

Don't assume that others will see the benefits of your plan on their own. You'll need to make the connections for your audience.

- First, explain what will happen as a result of your plan: Will your plan reduce methane emissions? Increase carbon sequestration in soil?

- Then, explain why this result is good: Why would someone want to prevent a rise in the sea level? How would reduced coal use benefit society?

For the benefit or benefits you choose to focus on, compile your 2-4 best pieces of evidence. Look through your research: which ideas, predictions, or expert opinions are most convincing? You'll rely on that evidence during the public debate.

## **Alternative II: Comparative Advantage Case**

With the comparative advantage method, the plan comes first, followed by an explanation of the advantages of the plan. The focus of the debate is not on the relationship between the need and the plan, but on the differences between the advantages of your plan as opposed to the present system. Your principle argument is that your plan brings about significantly better advantages than the status quo can produce.

### **Step 1: Present Your Plan**

Present your plan for combating climate change as an alternative to the current policy. Explain how your plan differs from the status quo. Use differences that highlight reasons for your advantages, which you will describe later.

### **Step 2: Show that your plan will create an effect the current system cannot**

- What effect will your plan create?
- Why doesn't the present system create this effect?
- Why is the present system incapable of creating this effect?

### **Step 3: Establish Your Plan's Advantages**

Show that the effect you established in Step 2 has desirable consequences. An effect could be desirable if it is associated with values we aspire to, or values that are arguably good values. Explain how advantages of your plan serve good values, whereas the values served by the status quo are less desirable.

### **Next Step: Develop a Case for the Opposition**



## III. Develop a Case for the Opposition

To have a vigorous debate, one team of two students will need to argue *against* your plan.

### Step 1: Write an Advocacy Statement

To argue effectively, the negative team needs an advocacy statement. Although the primary role of the negative team is to oppose the affirmative team, the negative team will be more persuasive if they state the ideas or policies they support. Every advocate needs to stand for something, not just against whatever his or her opponent stands for.

There are 3 types of advocacy statements. The negative team can: (1) support the status quo; (2) support the status quo in principle but with minor modifications; or (3) propose a counter-plan.

#### 1) Support the status quo

In arguing against the climate change plan, the negative team can choose to support current policies. To support the status quo, describe current policies and state explicitly that you support them.

#### 2) Support the status quo in principle but with minor modifications

The negative team can alternatively support the status quo in principle but with minor changes or modifications. If you choose this alternative, describe the policies of the status quo and clearly define the minor changes you propose.

#### 3) Present a counter-plan

The final way the negative team can create an advocacy statement is to recommend a counter-plan. The negative team should argue that their counter-plan would solve the problem in a different way or avoid problems the affirmative plan

would face. A counter-plan must always oppose the underlying principle of the affirmative team's plan. If the negative team simply advocated for adjustments to the affirmative's plan, the debate wouldn't be very interesting.

Constructing a counter-plan is more difficult than defending the status quo or defending the status quo with minor modifications. If you've debated before or like a good challenge, though, creating a counter-plan can allow you to be more creative and persuasive.

### Step 2: Create Arguments for the Negative Team

The negative team will need to identify constructive arguments to back up the advocacy statement. Using the general types of arguments below, identify 1, 2, or 3 key arguments for the opposition.

Here are two common general types of arguments the negative team may use:

#### 1. The plan will not fix the problem.

If you can show that the problem the affirmative team described would persist even if the world adopted their plan, you've made a very strong argument against that plan. First, name the problem described by the affirmative team. Then show how that problem would persist under the proposed action plan. Here are two common ways where the affirmative team's reasoning may have gone wrong:

- **Wrong cause:** The problem is caused by something other than the current policy.  
*Example:* "Cattle ranching, not timber harvesting, causes deforestation."
- **Alternate cause:** Argue that although the current policy may be one cause of the problem, there are other factors that will cause the same problem even if the proposed plan is adopted.

#### 2. The plan will create more problems.

1. Choose a part of the plan you think is weak.  
*Example:* Closing coal-fired power plants



2. Show that the part of the plan you're talking about creates a specific effect.

*Example:* "Closing coal-fired power plants would significantly reduce the supply of energy available to consumers."

3. Show how that effect will have negative consequences.

*Example:* "Sharply reduced supply would lead to high energy prices, shortages, brownouts, and blackouts, all of which threaten health and safety."

### **Step 3: Provide Evidence**

Once you've written an advocacy statement and identified 1, 2, or 3 key arguments the opposition will use to argue against your plan, return to your research and identify the best evidence that supports the negative team's position.

### **Next Step: Organize Your Public Debate**





# IV. Organize Your Public Debate

## Step 1: Reserve a Venue

Your coach and school administrators can probably help you reserve a space where a public audience can watch your debate. Most Global Debates competitors hold debates in their schools. Town halls and other meeting places also make good sites for public debates. Choose a day and time that doesn't conflict with holidays or major community events.

## Step 2: Identify a Moderator

To make sure the debate runs smoothly, you'll need a moderator to keep time, introduce each speaker, and thank each speaker after he or she has finished. Your coach can serve as moderator. Just make sure the moderator knows the format and has a good stopwatch.

## Step 3: Advertise the Debate

The more ways you publicize your debate, the more points you'll earn in the Global Debates competition. For tips on maximizing the impact of your debate, download the guide to *Press Releases*.

You can earn points by:

- Sending out press releases
- Inviting local governmental officials & other community members
- Submitting letters to the editor to your local newspaper

Submit these and other publicity materials for points. If any local news outlet covers the debate, submit that coverage for points!

## Step 4: Arrange Video, Audio, and Photographic Recording

To receive points for your public debate, you'll need to document it with video footage, an audio recording, and/or photographs. You may be able to rent cameras and other equipment from your school. If you can interest local media outlets through your advertizing, they will probably be willing to share their photographs or footage. The more documentation, the better!

### Next Step: Prepare to Debate





# V. Prepare to Debate

Now that you have conducted research, defined your plan, developed your plan into a debate case and created a case for the opposition, you're ready to prepare for your public debate.

If you haven't debated formally before, the best way to get more comfortable is practice. After each practice debate, your coach and teammates can provide valuable feedback.

## Step 1: Learn the Global Debates Format

The debate format you'll use is a modified form of what's known as Public Forum debate. The format consists of alternating speeches followed by crossfires, which are question-and-answer sessions between debaters. Each debater will give a total of two speeches.

Here are the 4 types of speeches:

1. **Opening speeches** set the stage for the debate by laying out each team's main arguments.
2. **Rebuttal speeches** develop each team's arguments, covering only the most important issues in the debate.
3. **Summary speeches** summarize your team's position and one or two convincing ideas.
4. **Final Focus speeches** provide an overview of the entire debate and emphasize one or two convincing ideas.

## Global Debates Format

Speech	Speaker	Role & Responsibility	Time
Opening Speech	Affirmative Speaker 1	<ul style="list-style-type: none"> <li>• Introduce the topic</li> <li>• Present the debate case you've created for your action plan</li> <li>• Conclude the speech</li> </ul>	4 minutes
Opening Speech	Negative speaker 1	<ul style="list-style-type: none"> <li>• Introduce your speech</li> <li>• Refute selected arguments made by the affirmative team</li> <li>• Present the advocacy statement and arguments you've created for the opposition</li> <li>• Conclude the speech</li> </ul>	4 minutes
Crossfire	Between Affirmative Speaker 1 and Negative Speaker 1	<ul style="list-style-type: none"> <li>• Both speakers must stand for the crossfire.</li> <li>• Ask and answer questions to clarify and define areas of clash (areas where the two teams disagree).</li> <li>• Ask and answer questions that reveal weaknesses in your opponent's case and strengths in your own.</li> </ul>	2 minutes



Rebuttal Speech	Affirmative Speaker 2	<ul style="list-style-type: none"> <li>• Refute selected arguments made by the negative team</li> <li>• Address the major areas of clash; for each area of disagreement, show why the affirmative team's argument is most persuasive.</li> <li>• This speech should be limited to only the most important issues in the debate.</li> </ul>	4 minutes
Rebuttal Speech	Negative Speaker 2	<ul style="list-style-type: none"> <li>• Refute selected arguments made by the affirmative team</li> <li>• Address the major areas of clash; for each area of disagreement, show why the negative team's argument is most persuasive.</li> <li>• This speech should be limited to only the most important issues in the debate.</li> </ul>	4 minutes
Crossfire	Affirmative Speaker 2 and Negative Speaker 2	<ul style="list-style-type: none"> <li>• Both speakers must stand during this crossfire</li> <li>• Ask and answer questions that focus on areas of agreement and disagreement.</li> <li>• Ask and answer questions that put your side in the best light.</li> </ul>	2 minutes
Summary Speech	Affirmative Speaker 1	<ul style="list-style-type: none"> <li>• Provide a brief summary of the debate so far from the affirmative point of view.</li> <li>• Focus on one or two key ideas which present your side in the best light.</li> </ul>	2 minutes
Summary Speech	Negative Speaker 1	<ul style="list-style-type: none"> <li>• Provide a brief summary of the debate so far from the negative point of view.</li> <li>• Focus on one or two key ideas which present your side in the best light.</li> </ul>	2 minutes
Grand Crossfire	All four speakers	<ul style="list-style-type: none"> <li>• All four speakers remain seated and in view of the audience and judges.</li> <li>• The affirmative team asks the first question. After that, all debaters may question and answer at will.</li> <li>• Ask and answer questions that identify areas of agreement and disagreement.</li> <li>• Ask and answer questions that expose the weaknesses of the opposing team's case and the strengths of your team's case.</li> </ul>	3 minutes
Final Focus	Affirmative Speaker 2	<ul style="list-style-type: none"> <li>• Provide a brief overview of the debate from the affirmative team's perspective.</li> <li>• Focus on one or two key issues, framing them in a way that shows your team in its best light.</li> </ul>	1 minute
Final Focus	Negative Speaker 2	<ul style="list-style-type: none"> <li>• Provide a brief overview of the debate from the negative team's perspective.</li> <li>• Focus on one or two key issues, framing them in a way that shows your team in its best light.</li> </ul>	1 minute



## Step 2: Practice, Practice, Practice!

In order to feel ready for your public debate, practice the full debate at least twice with your teammates. Each debater should get the chance to debate on both the affirmative and negative team. Before each debate, read through the plans you've prepared and review the debate format. Make sure you understand the roles and responsibilities you'll have in each role.

For more in-depth information about debate, check out these websites:

[www.idebate.org](http://www.idebate.org) (International Debate Education Association (IDEA))

[www.nflonline.org](http://www.nflonline.org) (National Forensic League)

## Earn Points to win a trip to the Youth Leadership Summit!

Make sure you capture the action and take your debate one step further by participating in the Global Debates Point Activities. These activities will help you boost your ability to come to the Youth Leadership Summit next July in New York City. For more information, go here:

<http://www.thepeoplespeak.org/activities/global-debates/points.html>



# Press Releases

A press release is a tool used by organizations to disseminate relevant and newsworthy information to media outlets such as newspapers, magazines, television and radio stations. Press releases can serve a variety of purposes such as issuing a statement or taking a stand on a news development or issue; providing background information or supplementing late-breaking news; and announcing other news, such as the findings of a study, the results of a poll, recommendations in a report, or a special event.

## What do you create:

Use the [Press Release Template](#) we have provided you and the information below to send it out to various media outlets.

## How many points can you earn?

100 points per school for writing the Press Release and an extra 10 points for every media outlet you sent it to!

## How do you earn points?

Upload and submit your press release to us using the The People Speak's online [Upload form](#).

Even though we have provided you with a [template](#), the following information will help you better understand the structure of a press release and how to best deliver them.

## The Structure of a Press Release

Whenever you write for the media, it is important to follow the inverted pyramid format — the most important news is at the top and the less important details are at the end. This format allows reporters to cut information from the bottom of the story. Use short sentences and paragraphs. Your release should be about one page in length.

**The lead.** The lead is the first one or two sentences of your news release. The lead should contain answers to the most important questions about your story: the “who,” “what,” “when,” “where,” and “why.”

**The second paragraph.** Your second paragraph should amplify your lead, providing more information about the event or issue you addressed in the lead. Be sure to include the name of the organization issuing the release.

**The third paragraph.** The third paragraph of your release should be a quotation from someone involved in what you are writing your release about. Be sure the quotation you select reinforces a major point you are trying to make in your release. Include quotations in the past tense.

**Final paragraphs.** The last paragraphs should be placed in order of importance, so don't place information you would really like to see included in a reporter's story at the end of the release.

**Boilerplate.** Boilerplate text is information about the organization or people issuing the press release. This is general information about the organization, which you would normally find in an “About Us” section of the organization's website.

## Writing Your Release

Using the structure above, create an outline for your release. What are you trying to accomplish with your press release?

Once you have your outline, stop for a moment and think about the press release from a reporter's point of view. Most stories that make it into the public eye have similar traits.

- **They present a new argument or idea.** Media outlets are not interested in repeating information that has already been covered and climate change has been in the news frequently. What do you have to say that hasn't been said already?
- **They address local issues.** Local outlets cover stories their readers are going to find interesting. Think about your climate change message. How does it specifically apply to those in your community?



- **They affect a large number of people.** Another characteristic of “newsworthy” stories is the scale of the issue being addressed. The more people an issue involves or affects, the more likely it is to be reported upon.
- **They appeal to people’s emotions.** Not all stories have to be what is considered “hard” news. Human interest stories are the stories that people read and have a strong emotional reaction to — the stories make them happy or sad.

Once you’ve answered these questions for yourself and from the reporter’s point of view, you’re ready to write your release.

### **Sending Your Release**

Once you’ve developed your release, you need to find the best media outlets and reporters to send it to. Keep in mind that smaller, local outlets are most likely to incorporate information from your press release into a story. Look for local reporters who cover climate change or similar topics related to your efforts.

Reporters often have very different preferences about how they would like to receive their press releases. Most prefer email, but some reporters still like to receive their releases via fax.

Once you have sent your release, make follow-up calls to reporters, and use the opportunity to offer additional information and experts.



# Video Public Service Announcements (PSAs)

A public service announcement (PSA) is like a commercial, but instead of advertising a product, PSAs raise awareness about specific issues.

## What do you create?

A 60-second video PSA showcasing part of your plan to significantly reduce climate change.

## How many points can you earn?

500 points for each uploaded video. Limit four (4) PSAs per school. 10 extra points for each DVD you mail in!

## How do you earn points?

Submit your video PSA to YouTube as a Video Response to the [Global Debates video](#):

Next, send us the URL through the [Upload Form](#).

## Extra credit!

Mail a physical copy (DVD in .MOV format) to the UN Foundation. We want to show off your awesome work at the Youth Leadership Summit.

## What You'll Need:

- A writer
- A digital video camera and someone to run it.
- Actors.
- Video editing software. There are a variety of video editing software packages available, even for free! Look for Jumpcut, Windows Movie Maker and Avid Free DV.

## Step 1: Choose Your Message

The purpose of your PSA is to send a message to the people who watch it. The most effective PSAs focus on

only one key idea. What message do you want to send? Brainstorm with your team:

- What do you want to accomplish with your PSA?
- Which climate change message is most important to you?
- Do you want people to change their behavior? If so, what do you want them to do?

## Step 2: Get Ideas

Now that you know what you want to say about climate change, check out examples of PSAs. To start, go to [www.adcouncil.org](http://www.adcouncil.org). Go to the box that says "Featured Campaigns" and select the campaign that interests you the most. Click on "View Campaign Details." This will bring you to a page where you can read about the PSA campaign and view the PSAs in a variety of formats.

Discuss some sample PSAs with your team:

- What caught your eye?
- Did you want to make a change or take action after watching the PSA? Why or why not?

## Step 3: Write the Script

The first step in producing your PSA is to write the script. Be short and to the point, you have only a small amount of time to send your message. When thinking about length, remember:

- A 60-second message has 120-150 words  
That's not a lot...so make those words count!

## Step 4: Film Your PSA

This is the fun part, but be sure you are prepared. Be sure everyone has agreed upon the time of recording. Before you go to record make sure you have everything you need:

- copies of the script for everyone involved
- all of your filming equipment (make sure it's charged!)
- any necessary props

Even though you are only recording a one-minute video, give yourself plenty of time to practice and film.

It might take several tries to capture your message the way you want it. Here's a rule of thumb: schedule an hour to set up & practice and two hours to record.



### Step 5: Edit Your PSA

Once you've filmed your PSA, it's time to edit. Review the different versions you recorded and brainstorm with your team:

- Which ones do you like best?
- What do you like about each one?
- Are there parts of one version that might work best when paired with another version?

Remember to save all of your original files in a separate folder and leave them untouched. That way, if you accidentally erase something while editing, you'll have back-up copies.

### Step 6: Test Your PSA

Show your PSA to your friends, family, teachers, and others. Ask them what they think you're trying to say with your PSA and what they think you're asking them to do. Did your PSA succeed? What could you do better next time?

### Step 7: Do It Again!

You can earn points for up to four (4) PSAs, so don't stop after one! Use the feedback you got when you tested your PSA to make your next PSA even more powerful.

### Get Others Involved

Try checking with the drama department in your high school to find actors to star in your PSA. Does your local college have a broadcasting department? You might be able to find college students to help you edit your PSA.

### Want to learn more? Check out these websites:

General: [www.adcouncil.org](http://www.adcouncil.org),  
[www.psaresearch.com](http://www.psaresearch.com)

Sample PSA script:

[www.waptac.org/sp.asp?id=165#psa4.htm](http://www.waptac.org/sp.asp?id=165#psa4.htm)



# Take Action

## Conducting Community Service Projects

Service projects can be divided into two main categories: physical service and service-learning. Physical service involves making a visible difference, such as working in a garden, planting trees, or painting a mural. Service-learning involves educating volunteers about a specific issue, such as participating in an educational seminar or performing skits. Both types of projects can create effective change in your community.

### What do you create?

Complete a physical service project or a service learning project that puts ideas about climate change into action!

### How many points can you earn?

1000 points (limit 1 per school)

### How do you earn points?

Upload the service template after having filled out all the components.

### What You'll Need:

- Creativity
- A group of people

### Step 1: Choose a Project Type

- Decide which kind of project – service-learning or physical service – would be best for your group.
- In physical service, make sure everything you plan for your volunteers is *safe*.

- For both types of projects, make sure you have permission for your project. Obtain written or verbal permission from proper authorities before you solicit participants to engage your project plans.

### Physical Service Projects

#### Physical Service Project Ideas

Design a project that relates to your Climate Change Action Plan. Some ideas:

- Plant trees
- Organize a clean-up for a neighborhood, abandoned lot, or public park
- Clean up a creek or stream
- Distribute items like energy efficient light bulbs and reusable water bottles

#### Physical Service Project Tips

A good way to choose a useful environmental project is to consult local community organizations for advice. You also survey community areas such as parks, community centers, public gardens, public waterways, and schools.

- Speak with someone in charge of ground care, like a head gardener or janitor, before going to someone in a higher position of authority. People who work with the environment every day often will be more willing to listen, since you are going to do some of their work!
- Go into the meeting with some ideas. For example, if you are proposing to paint a mural on a wall, bring some images with you.
- Spend time assessing the amount of time you will need to complete the project and the number of people you need to participate. Choose a project that 1) takes advantage of workers so everyone has work to do; and 2) can be accomplished in the time you have allotted.
- Know your budget. Before going into a project, research the real costs and decide how much you can spend.
- Utilize resources. If you know someone who is a gardener, for example, ask him or her for advice or to help supervise participants work.



- Be open to your service partner's suggestions. Remember that you are volunteering in their space, and they have to live with the results.
- Remember to clean up any messes you may have made during your service day.

### Service-Learning Projects

#### Service-Learning Project Ideas

- Perform public skits about climate change
- Make and distribute environmentally safe cleaners
- Have people sign petitions for climate change legislation

#### Service-Learning Project Tips

- Research your topic online.
- Ask those in charge of community or school groups for their advice. You could ask what environmental issues they believe to be the most important to address.

- Obtain any permissions you need to do a performance, post information, or give presentations.
- Wear matching T-shirts during your service, so people will recognize you as a group.
- Perform service in busy, open areas. Not only is this safer, but the more people you reach out to, the more minds you can change. Places like malls and supermarkets may allow you inside to perform, but if they don't, busy street corners work just as well.
- Make sure you have someone to take pictures and document your service.
- If you need to recruit people for an event, such as hosting a meeting about local climate issues, make flyers to publicize the event, and contact local environmental groups. Remember that food is a great way to encourage participation!
- Distribute literature about your issue. Provide links to websites where people can learn more and get involved themselves.



# Blogs

“Blog” is short for “web log.” A blog is a website that provides information about a topic in a linear sequence of “posts.” A post could contain text, links, photos, video, or any combination of the above.

## What do you create?

A blog about climate change with an RSS feed. Use your blog to showcase the arguments in your plan to significantly reduce climate change.

## How many points can you earn?

1000 points (limit 1 per school)

## How do you earn points?

Submit the link (URL) to your blog through the Upload form. Send us your RSS feed so we can keep up!

## What You will Need:

- A person to initiate and maintain the blog
- A computer

## Step 1: Choose Your Message

The purpose of your blog is to inform readers and attract people to the blog to join into the conversation about climate change. What arguments do you want to showcase? Brainstorm with your team:

- What arguments do you want to present?
- Which climate change arguments are most important to discuss?
- How can you draw readers to your site?

## Step 2: Start Your Blog

- **Sign up at a blog site.** Blogspot.com and WordPress.com are good places to start. Blogspot is owned by Google and offers integration with other Google services such as Gmail.

- **Name your blog.** Give your blog a descriptive name. Try to avoid being vague or unclear.
- **Choose your URL.** Pick something short and memorable.
- **Create an “About Our Team” section.** Write an interesting paragraph that explains the purpose of your blog. You may also choose to include a paragraph about yourself and your team.
- **Write your first post.** Introduce yourselves and explain your goals for your blog. It’s a good idea to mention some ways your readers can help participate.

## Step 3: Post to Your Blog

- **Good spelling and grammar are essential.** If your blog contains typographical errors, people simply will not read it. Edit your work carefully.
- **Use descriptive titles for your posts.** Search engines on the Internet will find your blog based on the words in these descriptive titles. Using words directly related to your topic will allow people to find your blog more easily.
- **Embed your media.** Rather than pasting full URLs into your post, embed the links in other text. Similarly, rather than linking to photos, embed the photo in your blog.

## Step 4: Maintain Your Blog

- **Provide regular content.** A blog that has not been updated for a week looks dead and is far less likely to be read. Keep your readers’ attention by posting frequently. Posting is especially important at the beginning, even though you may have very few readers at first.
- **Submit to social bookmarking sites.** Sites like Digg.com, Reddit.com, Newsvine.com, etc. allow you to submit links to interesting media (such as your blog posts). The more votes you get, the more people see your link.
- **Promote your RSS feed.** RSS subscribers are far more likely to read your blog regularly, as they will have the posts sent to them.
- **Trade links with other relevant blogs.** If you find a blog you like that has a topic similar to the one in



your blog, contact the blogger. Offer to link to their blog if they link to yours. This way, readers from other related blogs may find their way to yours.

- **Communicate with your readers.** Respond to reader comments. Encourage feedback in your posts. Try to start a discussion.

### Step 5: Publicize Your Blog

- **Create ad banners** for your blog and make them available.
- **Submit content to other publications.** If you have a good, in-depth blog post (i.e. an interesting editorial or interview), try submitting it to

print publications, or other, more publicized blogs. If your content is re-published, your blog will gain a wider exposure.

- **Hold a contest.** Challenge your readers to come up with the best solution to a problem. Offer a prize for the best solution. Contact an organization that relates to your blog subject and ask for some free gear to give away as prizes.

### Get Others Involved

Invite a teacher or a local official to write a guest blog entry!



# Video Interviews

A **video interview** is a video created from footage of one or more live interviews. Usually, the video will only contain parts of the interview.

## What do you create?

A video interview about climate change featuring community members, experts, school officials, students, and/or others. Who's doing what about climate change? What would they like to do? Show us their reactions!

## How many points can you earn?

100 per interview (limit 15 interviews per school)

## How do you earn points?

Upload the interviews to YouTube and post them as a Video Response to the [Global Debates video](#). Then, send us the URL over the [Upload Form](#).

## What You will Need:

- A list of questions
- A digital video camera and someone to run it
- A computer to upload your video
- (Optional) Video editing software. There are a variety of video editing software packages available, even for free! Look for Jumpcut, Windows Movie Maker and Avid Free DV.

## Step 1: Prepare for an Interview

- **Do research.** If the person you will interview has been interviewed in the past, read those interviews carefully. Be familiar with the person's public information so you do not waste their time and your footage.
- **Prepare your questions.** Put your questions in a logical order, beginning with simple questions to break the ice. Write open-ended questions

that cannot be answered with "yes" or "no." For example, rather than asking "Do you care about climate change?" you might ask "Why is climate change an important issue in your community?" If your subject makes general answers—such as, "Because we all depend on our climate"—be ready to ask follow-up questions such as, "In what ways?" Help the interviewee talk about specifics by asking, "Can you give me an example?" or "Can you tell an experience you had with that?"

- **Check your equipment.** Check light bulbs, batteries, extension cords, video tapes and power sources. Be sure everything works *before* the interview begins.

## Step 2: Conduct Your Interview

- **Make your subject feel comfortable.** Be polite and respectful. Treat the interview like a friendly conversation.
- **Listen to your subject.** Ask questions if you do not understand or if you would like to know more. Stay on topic. Although you are there to record this interview, your primary job is to generate an informative conversation.
- **Improvise appropriately.** If your subject's answers make you think of a new question, find an appropriate time to ask that question.
- **Let your subject talk.** Avoid being so anxious to ask your next question that you do not hear the current answer! Wait until you are sure he or she is finished speaking before you ask another question. Keep your questions short.
- **Make eye contact.** Practice. Use a list of questions to interview a friend, but maintain eye contact and conduct a "real" conversation with them. A comfortable environment will result in a better interview.

## Tips for Conducting Interviews with Several People

- **Keep your questions consistent between interviews.** As you edit your video, answers given by interviewees will relate to one another if you have asked the same questions in the same way.



- **Interview a variety of people.** To demonstrate contrasting opinions, talk to different types of people.

#### Step 4: Edit Your Interview

- **Title your interview.** Enter text or place a title card at the beginning of your video that explains the video in simple terms (“Climate Change in Eugene, Oregon: An Interview with Mayor Floyd Alexander”)
- **Edit for an ethical representation.** You *must* represent your subject accurately. You may not cut up his or her responses in a way that changes their meaning. You may not place his or her responses in a context that changes the meaning of the response.
- **Select video clips carefully.** Although you know what question the interviewee is answering, the viewer may not be able to tell. People rarely speak in complete sentences. Choose video

clips carefully so the viewer can understand the issues.

- **Be concise.** Beginning video makers often use 20 minutes to say what is better said in 6 minutes. Keep your viewer engaged by restricting your video to the critical issues. Remove unnecessary footage.
- **Make sure your interview questions are clear to the viewer.** In your final product, you may decide to include video/audio of yourself asking questions. On the other hand, you may decide to include only the interviewee on the video. If you decide not to include your questions on the video, make sure the viewer can follow the topics. You may choose to provide a question as text on the screen, followed by the interviewee’s answer.
- **Provide credits.** At the end of your video, give credit to anyone who helped with the video or appeared on the video. Include any agencies or organizations that supplied information or funds. Provide online resources or addresses where viewers might go to obtain more information.



# Websites

## What do you create?

Build a website around your Climate Change Action Plan. Provide critical evidence and arguments from both sides of your public debate. Attract visitors and spread your message!

## How many points can you earn?

1000 points (limit 2 - one for each debate side)

## How do you earn points?

Get your school to host your website and then send us the URL over the [Upload Form](#). If your school cannot host your website, please email us at [points@thepeoplespeak.org](mailto:points@thepeoplespeak.org) and we will help you find a solution.

## What You will Need:

- A computer
- A server to host your page (if you can't find one, we'll help you!)
- Webpage software is nice, but not necessary

## Step 1: Find a Host

Before you can begin, you'll need to find a secure server to host your website. Ask a school official if your school can host your site. If not, you may be able to find a local organization, university, or business that will allow you to use their server. If you can't find a server, email us to: [points@thepeoplespeak.org](mailto:points@thepeoplespeak.org) and we'll help you!

## Step 2: Choose Affirmative or Negative

Focus your website on either advocating for your plan or arguing against it. (You can earn points for a total of two (2) websites, so you could choose to create one of each!)

- In your debate, what became the major points of "clash" between the affirmative and negative positions? Focus on those key areas.

- Use your Climate Change Action Plan as a starting point. What topics will you cover? What will you need to research?

## Step 3: Get Ideas

Look at other websites to get ideas for your design.

- What caught your eye?
- What made the site easy to access?
- What resources are you familiar with that might provide interesting presentations on your website?

## Step 4: If you are a first-time web designer, consult one of the websites below for step-by-step instructions.

- The process of building a website typically begins with a web page that is created, written in **HTML (HyperText Markup Language)**. You can learn to write your page in HTML or you can find access to software packages that translate your work into that language. HTML is an exacting language that will not tolerate inaccuracies. Even when you finish composing the page, however, that page is not yet at the URL nor is it on the Internet.
- **FTP (File Transfer Protocol)** is used to move your work from your computer to a directory on the server you have chosen to use. **HTTP (HyperText Transfer Protocol)** is used to transfer the web page from the server in such a form that it can be displayed by the browser.

## Step 5: Tell Your Friends!

Once your page is complete, tell your teachers and friends and invite them to visit the site. Ask visitors to give you feedback about what they liked and did not like about the page. Use their suggestions to improve your site.

## Step 7: Do It Again!

You can earn points for setting up a site for the affirmative and a site for the negative, so don't stop after one! Showcase both sides of your climate change debate.



### Get Others Involved

Show your site to public officials, politicians, farmers, people in the food business—anyone who will be affected by the effects of climate change. Show your site to elementary school classes and church groups. Share your knowledge!

### Want to learn more? Check out these websites:

#### **build-website.com**

This site provides a step-by-step instruction for website building. If you are a first-time Internet explorer, read each page carefully. Look for boxes and menus that allow you to click on topics you need to study. Use the green arrows at the top of your screen to “go back” to the previous screen so you can “surf” through the website and read any pertinent information. This site provides adequate

instruction for you to build your site as well as suggestions for improving your design.

#### **[www.buildwebsite4u.com](http://www.buildwebsite4u.com)**

This site is another good place to start. On the home page is a link to instructions for beginners. Although this site devotes space to money-making tips, your focus can be on the information about website design and function.

#### **[www.youtube.com/watch?v=2Vmnc-Nu-Y](http://www.youtube.com/watch?v=2Vmnc-Nu-Y) <http://www.2createAWebSite.com>**

Both of these YouTube sites provide instruction about website design. You will be given definitions for commonly used terms, instructions about domain names, and tips about creating your website. If your computer cannot support video, you may have trouble watching these YouTube tutorials. The other two sites will work well and also will give you links to even more online instruction.



# Lesson Plans

## Coaches and teachers, this activity is for you!

A lesson plan is an instructor's guide for a teaching a unit, including goals, learning objectives, instructional procedures, materials, and evaluation measurements.

### What do you create?

An instructor's lesson plan for a unit on climate change. The plan can be for any subject (writing, science, math, etc.). Use your creativity!

### How many points can you earn?

100 points for each lesson plan (limit 4)

### How do you earn points?

Upload the lesson plan as a Word Document in the [Upload form](#).

### What You'll Need:

- A teacher
- An existing class

### Step 1: Set Goals

- What do you want to accomplish with your teaching unit on climate change?
- Which climate change message is most important for students to address?
- Do you want students to change their behaviors? If so, what do you want them to do?
- Do you want students to change their attitudes toward climate change? If so, what do you want them to do?

### Step 2: Assess the students' capabilities.

In addition to age, skills, etc, consider the students' access to resources.

### Step 3: Write learning objectives you can actually evaluate.

If you write an objective that you want students to better understand climate change, you have no way to determine the outcome when you finish. If, on the other hand, your objective is to have each student express at least two effects of climate change, you can determine after the unit whether you achieved that objective.

### Step 4: Write the Plan

- **Write an outline for the unit content.**
- **Determine how you will present the material.** Vary presentational style (lecture, question-answer, student-based discussion), vary length, vary mode (live presentation, audio, visual, video, or virtual presentations), and vary student involvement.
- **Establish the equipment and/or materials you need for this unit.**

### Step 5: Present the Unit in Class

### Step 6: Evaluate the Lesson Plan

Write a short evaluation about

- how well you achieved your teaching goals.
- how well students met the learning objectives.
- what the class learned about climate change.

### Step 7: Provide Suggestions for Improvement

Provide suggestions for improving the lesson plan. Let others learn from your wisdom and experience!

### Step 8: Do It Again!

You can earn points for up to four (4) **Lesson Plans**, so don't stop after one! Use student feedback and your own evaluation of your Lesson Plan to make your next plan even more successful.

### Get Others Involved

Check with other teachers in your school about their ideas for creating units on Climate Change. Investigate the possibility of team-teaching with another instructor. Encourage students to develop teaching units they can present to fellow students or students in lower grades.



# Photo Essays

A photo essay is a group of photos that tells a story, documents an event, or conveys an idea. Photos generally appear in a specific order, creating a story line.

## What do you create?

A set of 5-10 photos in a set order that convey a climate change theme.

## How many points can you earn?

Up to 300 points (limit 3 per school)

## How do you earn points?

Upload jpg photos into the [Upload form](#) or, if they are too large, send them to us in an email (with your school name and state please!) at:

[points@thepeoplespeak.org](mailto:points@thepeoplespeak.org).

## What You'll Need:

- A camera
- A photographer

## Step 1: Choose A Story, Event, or Idea

Brainstorm with your team about possible stories you could tell with your camera. If you are using your public debate as your event, decide which photos would bring this event alive for the viewer.

## Step 2: Shoot the Story, Event, or Idea

- **Think about the purpose of the essay as you frame the shot.** Use the framing, focus, content, and perspective to tell the story or convey the idea. What is the most important element of this photo? What part of the story does this photo represent?
- **Use a variety of shots:** extreme close-ups, close-ups, overviews. Use a range of exposures and backgrounds. Photograph not only the central

subject, but also any details critical to the story, event, or idea.

- **Take photos that reflect a particular point of view.** Just as you write text from a particular point of view, decide whether to tell the story of your photo essay from the point of view of the observer, the subject, or some other person.
- **Do not place a person in the center of the photograph.** For both informational and aesthetic reasons, avoid the common error of placing the subject in the center of your photograph. Instead, use one (or more) of these practices:
  - **Use the “Rule of Thirds.”** Mentally divide your frame into thirds, vertically and horizontally. Place your subject(s) at the intersection(s) of these lines to create a clearer, more dynamic image.
  - **Use “look” space.** Leave space in the direction your subject is looking. This practice will naturally draw your viewer’s gaze in the same direction.
  - **Eliminate headroom.** Allow as little space between the top of your subject’s head and the top of the photograph as possible.

## Step 3: Edit Your Photos

- **Do not alter the meaning of any photograph.** It is unethical to use editing software to alter a photo in any way that changes what the photo depicts. Resist the temptation to alter the image.
- **You may crop the photo,** as long as you don’t remove any important information. Be careful not to crop too much, or you will lose image quality.
- **You may make slight adjustments to brightness and contrast.** These changes should only be used to make the photograph easier to understand. Do not make adjustments for artistic purposes.

## Step 4: Choose 5-10 Photos

- **Avoid redundancy.** If two photos provide the same basic information, eliminate one. Ask yourself, does this photograph say something different?
- **Choose photos with good lighting and sharp focus.** Sharp focus is especially important. Good light-



ing brings out important details and provides the viewer with more information. A dark or blurry photograph will distract your viewer.

- **Vary the distance.** As you place your photos in a series, check to see that you have different kinds of photos throughout—not too many vistas and not too many extreme close-ups.
- **Assess the emotional appeal.** What is the emotional appeal you intend to make with each choice? How can that emotional appeal help you depict your argument?
- **Test your choices.** Show the photos you chose to friends or family members. Ask them to tell you the story they see. Listen to their responses and make adjustments if necessary.

#### Step 4: Assemble Your Essay

- **Follow the structure of a written essay.** Just as a written essay has a topic sentence, your photo essay should begin with a photo that introduces

your essay's topic. The photos that follow should fall into a logical order, like the paragraphs of a written essay. What is your reason for placing this photo ahead of this one? Why include this photo near the beginning? Your story has a beginning, it develops an argument, and then it ends. Your last photo should conclude your essay in some way.

- **Do not use captions unless absolutely necessary.** Your photos should speak for themselves. If you find it absolutely necessary to caption a photograph, write a concise caption, paying close attention to spelling and grammar.
- **Title your essay.** Give your photo essay a short, creative title that explains its purpose. Avoid generalities, such as "Climate Change." Use word imagery to complement your visual images.



# Mashups

A mashup is a video or audio piece that combines files containing any or all of text, graphics, audio, video, photos and animation drawn from pre-existing sources, to create a new derivative work. Get creative and mix together unrelated videos, audio tracks web components or photos to create a totally new media piece.

## What do you create?

Video that combines pre-existing videos, audios and/or photos on Climate Change.

Remix them and create a mashup with strong message addressing threats from Climate Change.

## How many points can you earn?

500 points (limit 4 per school)

## How do you earn points?

If it is a video, upload it onto YouTube as a Video Response to the [Global Debates video](#) and then submit to us the file through the [Upload form](#) on TPS.

## What You will Need:

- Kaltura account (create one at: <http://corp.kaltura.com/userzone/index>)
- Enthusiasm
- Willingness

## Step 1: Choose a focus

Focus on a particular idea, aspect of your plan, image, or recording to focus your mashup. What message do you want to send? What story do you want to tell in a creative way? Brainstorm with your team.

## Step 2: Get Ideas

Now that you know what story you want to tell about climate change, check out examples of mashups:

- [This is why I'm hot/ Al Gore Mashup](#)
- [Letter to the future president](#)
- [Reggae AIDS Mashup](#)

Discuss some sample mashups with your team:

- What caught your eye?
- Was there a clear message or story?
- What is your story?
- What is the best way to send your message?
- To whom you want to send your message?

## Step 3: Create or Gather Media Components

- Search for Climate Change Videos on You Tube or Google
- Search for Climate Change Photos on Flickr

## Step 4: Create your Mashup

- Log on to your new Kaltura account
- Click on get a new player
- Click add to this video
- Choose what type of media you want to upload (you can upload videos, images and sounds)
- You can upload videos, audio and images from your computer or import them from popular sites like YouTube and Flickr
- Click on Finish to create your new Mashup

## Additional video tutorials

- [How to add video?](#)
- [How to add audio?](#)
- [How to add images?](#)

## Step 5: Edit Your Mashup

- [Remixing and Editing](#)
- [Creating a storyboard](#)
- [Editing video clip](#)
- [Editing Images](#)



- Adding transition to video
- Saving and Closing

### Step 6: Test Your Mashup

Show your mashup to your friends, family, teachers, and others. Ask them what they think you're trying to say. Did your mashup succeed? What could you do better next time?

### Step 7: Do It Again!

You can earn points for up to four (4) mashups, so don't stop after one! All you need is few clicks to create new one. Use the feedback you got from your test audience to make your next PSA even more powerful.

### Get Others Involved

Make your Climate Change video Mashup, post it and share it on your blog and tell other how easy is to send you message with remixing few videos, photos and images.

### Want to learn more? Check out these websites:

- [http://en.wikipedia.org/wiki/Mashup\\_\(digital\)](http://en.wikipedia.org/wiki/Mashup_(digital))
- [http://en.wikipedia.org/wiki/Mashup\\_\(video\)](http://en.wikipedia.org/wiki/Mashup_(video))
- [Mashing for Beginners](#)
- [How to Create Mashup](#)