GENERATION GLOBAL Dialogue Exchange

COP31 YOUTH DIALOGUES RESOURCE FOR EDUCATORS

Exploring Climate Action Through Community Perspectives

SKILLS

Global Communication: Sharing | Active Listening | Questioning | Critical thinking | Reflection

TIME

- **Watch** the How to Live on Earth" documentary before the session: 1 hour and 36 minutes.
- **Classroom activity:** 60 minutes.

PURPOSE

I**nspired by the documentary *How to Live on Earth***, this activity prepares students for dialogue about climate change ahead of COP31. Students explore their relationship with nature, connect the film to their communities, and consider what they want world leaders to understand about climate action.

YOU WILL NEED

How to Live on Earth documentary, students' viewing notes, pens, sticky notes, and a board or wall for messages. Display the film's three central questions for students to refer to.

BEFORE THE SESSION

Educators: Watch the documentary and identify stories that connect with students' communities. Examples include:

- Drought and community relationships with nature (Mexico).
- Food production and deforestation (Amazon, Brazil).
- Biodiversity and the bioeconomy (Brazil, Congo, Indonesia and Madagascar).
- The economic value of living ecosystems (United States).
- Restoring coral reefs through sound (Maldives).
- Making space for nature in cities (Singapore).

Students: Ask students to watch the documentary at home or with classmates before the session. Check that everyone can access it on YouTube. Ask them to note:

- What caught your attention, and why?
- What connection did you notice with your community?
- What question would you like to explore with others?
- Ask students to bring their notes to class.

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INSTRUCTIONS

1. **Divide students into groups of three or four.** Ask each person to share what caught their attention and why. Once everyone in the group has shared, ask each group to choose a theme to explore together. (10 minutes)

2. **Ask each group to connect its theme to one of the film's three central questions:**
   - How to Value Nature
   - How to Feed the Future
   - How to Feel Human.

   Using their notes, students agree on what they want to explore about that question. (5 minutes)

3. **Ask students to explore the question using examples from the film and their own lives.** Encourage them to explain their views, listen, and ask about what others share: "What experience led you to that view?" Make space for everyone to contribute; agreement is not required. As you circulate, help groups clarify ideas or explore different perspectives. (25 minutes)

4. **Ask each group to connect its theme to climate action in its community.** Each student writes one message they want world leaders to understand, shares why it matters with their group, and posts it on the board. Messages can differ. (10 minutes)

5. **Bring the class together to read the messages and notice similarities and differences.** Invite a few students to reflect: "What did you learn from someone else during the dialogue that you would not have learned from watching the documentary alone?" (10 minutes)

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