**Climate Justice and Chemistry Conversation**1

**Purpose**

Science communication is an important skill for budding scientists like yourself to develop. You can begin to develop this skill and get more comfortable communicating science through easy conversations with family or friends. (If you are feeling adventurous, talk with a random person in a grocery store, at a coffee shop, on the bus, etc to expand your conversation beyond your immediate community!) For this assignment, you will collect and summarize the information you want to discuss, have a conversation using that information, and reflect on that conversation on this Discussion board.

**Tasks**

***Before having your climate conversation:***

1. Please review the [Dying to Breathe documentary](https://www.youtube.com/watch?v=kUNuHxrd7Y0). As you review, make note of the **climate justice issue(s)** (the social injustice(s) related to the climate impacts) and the **chemistry content/topics** that we are learning about *that are connected to the climate justice issue*.

1. Determine how you will describe the **climate justice issue(s)** and the **chemistry content/topics** to someone *who is a non-scientist*. At this point, you are ready to answer Questions (b) and (c) of this Discussion Board (below).
2. Thoroughly read the rest of this assignment, especially the questions you will respond to on this Discussion board after your conversation, so that you know what to plan to discuss during your conversation and you know what questions you need to answer for your Discussion post.
3. OPTIONAL: Although I rarely see this happen in this class, if you think the conversation you are planning could be a difficult one (because you may disagree with the person you talk to), please check out [the Respectful Questioning Model](https://bc.instructure.com/courses/2175855/pages/the-respectful-questioning-model)2 which can help in these situations.

***Have your climate conversation:***

1. Have a conversation about the **climate justice issue(s)** and the **chemistry content/topics** with family or friends (or, if you are feeling adventurous, any random person). During your conversation, explain the **climate justice issue(s)** and **chemistry content/topics** that connect to the climate justice issue *in a way a non-scientist listener would understand*. At a minimum, share one thing you have learned about **climate justice** and how it connects to **chemistry**.
2. Focus on listening to peoples' responses, if they have any.
3. After you have discussed the **climate justice issue(s)** and **chemistry content/topics**, and the person is finished responding, ask the person: *How do you think the people and communities experiencing the climate justice issue(s) can find solutions to the challenges they face through civic engagement? Pick at least one idea that you think could work and discuss why you think it would be an effective form of civic engagement.*

***After your climate conversation:***

1. Post your answer to the questions below to this Discussion board.

(a) Who did you talk to? (1 pt)

(b) What **climate justice issue(s)** did you discuss? (2 pts)

(c) What **chemistry content/topics** that you are learning did you discuss? Please describe how these are connected or related to the climate justice issue(s) you discussed. (2 pts)

(d) How did you explain the **chemistry content/topics** to a non-scientist? (2 pts)

(e) What solutions did you and the person you talked to come up with? *Solutions should be specific to what the people and communities experiencing the* ***climate justice issue(s)*** *can do about the challenges they face*. *Describe* *at least one idea that you talked about and why you and the person you talked to think it would be an effective form of civic engagement.* (2 pts)

(f) What about your conversation went well? (1 pts)