



YOUNG VOICES FOR THE PLANET

SPEAKING OUT. CREATING SOLUTIONS. LEADING THE CHANGE.

MOVIES

FOR KIDS

FOR TEACHERS

GET INVOLVED

LINKS

PRESENTING

Author/ Illustrator/ Filmmaker

Lynne Cherry

**Teaching Science and Civic Engagement
with Hope and Youth Solutions**

How Young People Can Catalyze Action on Climate Change
inspired by the *Young Voices for the Planet* Film Series and
YVFP Civic Engagement Curriculum



Climate Literacy and Energy
Awareness Network Teleconference
June 19, 2017

Lynne Cherry
Producer, Young Voices for the Planet





YOUNG VOICES FOR THE PLANET

SPEAKING OUT. CREATING SOLUTIONS. LEADING THE CHANGE.



"Find your team. Find your passion. Find your power!"



"If I can make a difference, anyone can!"



"We couldn't help thinking, 'is there anything we can do?'"



"If adults don't do enough, we have to do it."



"YOU can make a difference."



"Kids Have Power!"



WINNER
ENGAGE AWARD
"OLIVIA'S BIRDS AND
THE OIL SPILL"
MY HERO
INTERNATIONAL
FILM FESTIVAL



WINNER
SERIES
"TEAM MARINE" &
"PLANT FOR THE PLANET"
MY HERO
INTERNATIONAL
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WILD & SCENIC
ONTOUR FILM
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SELECTION
"OLIVIA'S BIRDS AND
THE OIL SPILL"
UNITED NATIONS
ASSOCIATION FILM
FESTIVAL



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SELECTION
"YOUNG VOICES FOR
THE PLANET"
SAN FRANCISCO
GREEN FILM
FESTIVAL



OFFICIAL
SELECTION
"YOUNG VOICES FOR
THE PLANET"
AMERICAN
CONSERVATION
FILM FESTIVAL

AN INSPIRING SHORT FILM SERIES ABOUT YOUTH MAKING A DIFFERENCE

PRODUCED AND DIRECTED BY LYNNE CHERRY

The Young Voices for the Planet movies will inspire and empower you!
Visit our website to learn how the young people in the films created and implemented their projects and how you can replicate them. Say yes to Action! No to Fear! Let your voices be heard! Share your environmental success stories on our Youth Action Map and WATCH THE FILMS at:

YOUNG VOICES FOR THE PLANET.COM

Call your local PBS station for broadcast dates and times. Distributed by American Public Television April 2016-2018

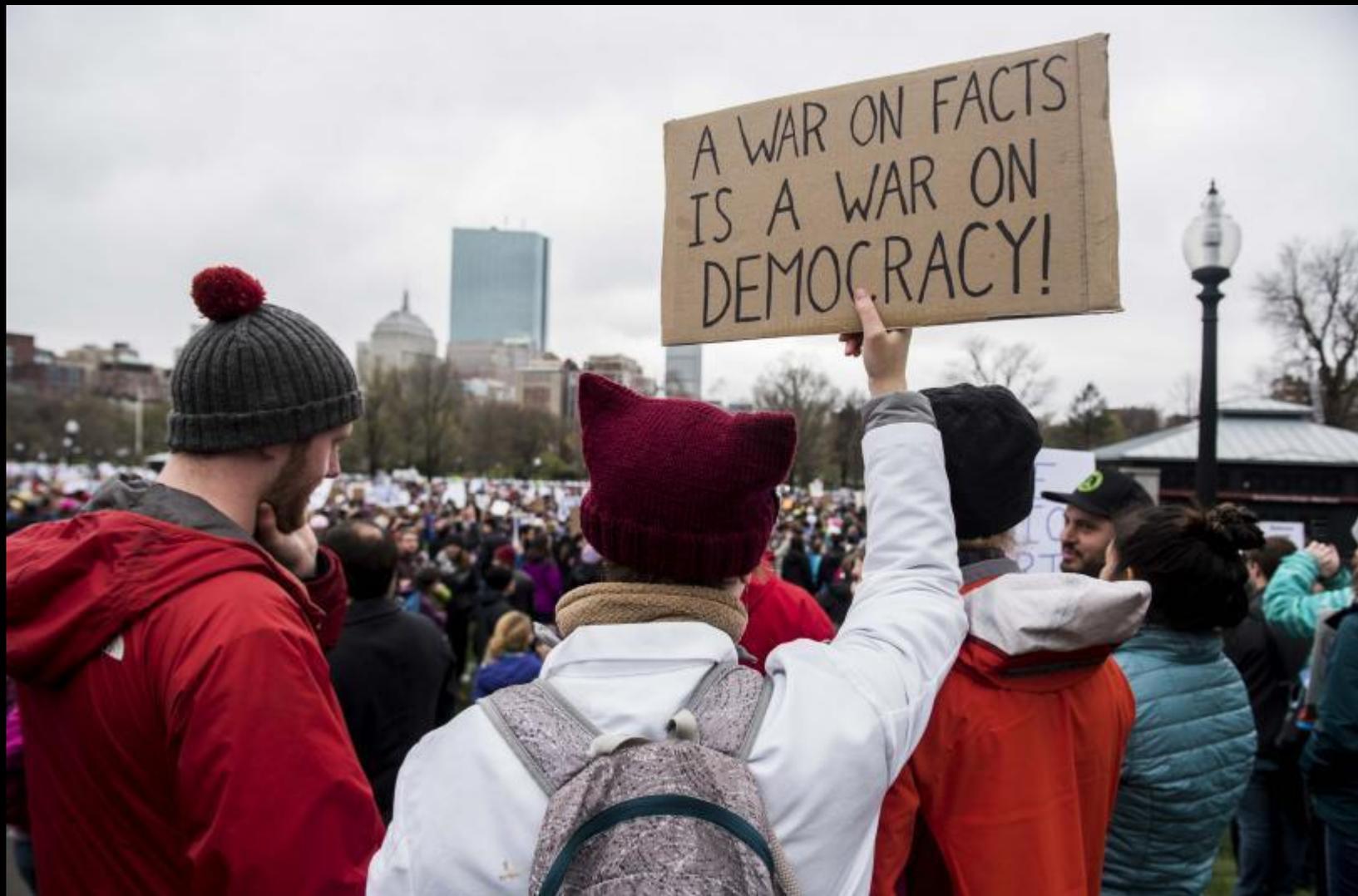


PBS LearningMedia



Kids can make a difference!!!





With Science



Without Science



So hey, don't stop the funding now!







YOUNG VOICES FOR THE PLANET

SPEAKING OUT. CREATING SOLUTIONS. LEADING THE CHANGE.

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OUR PARTNERS



AMERICAN PUBLIC TELEVISION

American Public Television has licensed the 11 Young Voices for the planet films as interstitials and two hour TV programs – Cool Kids vs Warm Planet and Kids Lead the Way– compilations of the Young Voices for the Planet films. APT is distributing the YVFP films to 60 public television stations. You can call your local



PBS LearningMedia™

PBS LEARNING MEDIA

PBS Learning Media is a digital media service offered for free to support teaching and learning. There is now a YVFP /PBS LearningMedia web page with resources to the 1.8 million teachers who are devoted to PBS Learning Media resources to build math, science, social studies, arts and literacy skills. These technologies enable customization to curriculum. The C3 and C4 Social Studies standards relevant to the Young Voices for the Planet films, helping teachers to understand that civics is the underpinning of a DEMOCRACY, teaching students about how they can all play a part even if they are too young to vote.

[SEE THEIR YVFP LINK](#)



NATIONAL WILDLIFE FEDERATION

National Wildlife Federation highlights the YVFP films on several of their programs on energy, water, climate change, and biodiversity. NextGeneration (Denmark) shows the *Young Voices for the Planet* film.



ABOUT

LOG IN

BROWSE STANDARDS

Search [Dropdown: All Grades] [Dropdown: All Subjects] [Dropdown: All Types]



— Young Voices for the Planet Film Series

Young people can play an essential role in catalyzing society to reduce CO2 emissions and address climate change. The short Young Voices for the Planet documentaries present inspiring and uplifting success stories of youth, age 9-17, taking action and finding solutions to the global warming crisis. Authentic and positive, they dispel fears and denial, enabling kids and adults alike to accept climate science and realize that they can help. The main determinant of someone's taking action is their belief that they CAN SUCCEED. The YVFP films have proven effective in developing "self-efficacy"—the belief in one's ability to make change in one's own



NASA's STEM education programs, which reach hundreds of thousands of K-12 students, often show the *Young Voices for the Planet* films. Their education outreach department reaches hundreds of schools and conferences.



NATIONAL GEOGRAPHIC – THINK GREEN

National Geographic's five million subscribers (teachers, librarians, school administrators, youth and others) had access to the YVFP films and curriculum for three years. Its alliances reach 20,000 per year; their Facebook geo-literacy supporter's number 40,000 and the newsletter reaches another 100,000 twice each month. The YVFP films were streamed through National Geographic Education Online.

[SEE THEIR YVCC LINK](#)



NATIONAL SCIENCE FOUNDATION

The Graduate STEM Fellows in K-12 Education (GK-12) Program, managed by NSF's Division of Graduate Education (DGE), provides funding to graduate students in science, technology, engineering and mathematics (STEM) disciplines to acquire additional skills that will broadly prepare them for professional and scientific careers in the 21st century.

[SEE THEIR YVCC LINK](#)



NATIONAL WILDLIFE FEDERATION





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NATIONAL GEOGRAPHIC – THINK GREEN

National Geographic’s five million subscribers (teachers, librarians, school administrators and others) had access to the YVFP films and curriculum for three years. Its alliance with National Geographic increased their Facebook geo-literacy supporter’s number 40,000 and the newsletter readership grew to 10,000 each month. The YVFP films were streamed through National Geographic Edu

SEE THEIR YVFP LINK



UNITED NATIONS FOUNDATION – CLIMASPHERE

The United Nations Foundation links the UN’s work with people around the world and the expertise of business and NGO’s to help tackle issues including climate change, human rights and security, women’s empowerment, poverty eradication and energy access. The Foundation has been featuring the *Young Voices for the Planet* films on its ClimaspHERE website

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HARVARD
UNIVERSITY



HARVARD UNIVERSITY TRANSITION STUDIES

Exploring the Transition to a Sustainable Future on a Finite Planet

To prosper for very much longer on the changing Earth humankind will need to move beyond its current fossil-fueled civilization toward one that is sustained on recycled materials and renewable energy. This is not a trivial shift. It will require a major transition in all aspects of our lives. This weblog explores the transition to a sustainable future on our finite planet. It provides links to current news, key documents from government sources and non-governmental organizations, as well as video documentaries about climate change, environmental ethics and environmental justice concerns.

[SEE THEIR YVFP LINK](#)[SEE THEIR YVFP FILMS LINK](#)

NOAA CLIMATE.GOV

NOAA's Climate.gov website features the YVFP films and describes how they inspire and empower youth and adults alike to reduce CO2 emissions.

[SEE THEIR YVFP LINK](#)



Reviewed resources for teaching about climate and energy

[Climate Systems](#)[Causes of Climate Change](#)[Measuring & Modeling Climate](#)[Climate Impacts](#)[Human Responses to Climate](#)[Nature of Climate Science](#)

Home » [Teaching Climate](#) » [Young Voices for the Planet film series](#)

Young Voices for the Planet film series

Young Voices on Climate Change believes that youth, who will bear the brunt of climate disruption, can play an essential role in limiting its impacts by informing and catalyzing societal change and persuading parents and the public to act responsibly. Youth successes empower others. The Young Voices for the Planet short documentaries champion and publicize inspirational, authentic and positive youth-led models of success -- young people learning about climate change and acting to reduce CO₂.

The films are used by Alliance to Save Energy, Climate Change is Elementary, Dream in Green, Green Schools Alliance, University of Colorado, Will Steger Foundation and many city government sustainability departments to inspire students before providing energy audit support to reduce school carbon emissions. Earth Day Network and the Jane Goodall Institute and other groups are discussing sharing content with our Youth Action Map designed for us by ESRI. Many groups host public screenings and forums; Sierra Club shows the films at Green Festivals throughout the US; Academics use the films in conference presentations and workshops. We bring the films and



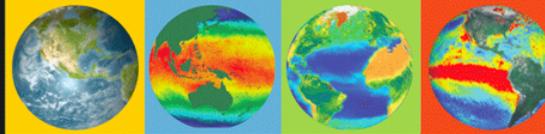
Target Audience:

Primary/Elementary, Middle School, High School, Informal, Public, Mom's groups/ environmental groups

Related Resources:

- [Young Voices for the Planet films on the YVCC website](#)

CLEAN



CLIMATE LITERACY & ENERGY AWARENESS NETWORK

CLEAN > Climate and Energy Educational Resources > CLEAN Collection

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- CLEAN Collection**
- CLEAN and NGSS
- About the CLEAN Collection
- Teaching Climate and Energy
- CLEAN Network
- Get Involved
- About this Project

Climate and Energy Educational Resource Collection

The CLEAN Collection is a high-quality and rigorously [reviewed](#) collection of climate and energy educational resources aligned with the [Climate Literacy](#) and the [Energy Literacy](#) frameworks, and the [Next Generation Science Standards](#). Through the peer-review process scientists and educators ensure scientific accuracy, pedagogic effectiveness, and classroom readiness for each resource.

NGSS & CLEAN at a Glance »

Explore the Collection

young voices for the planet search

[Help](#)

Current Search Limits: **Text Search** young voices for the planet

Results 1 - 10 of 16 matches



[Team Marine - Young Voices for the Planet](https://www.youngvoicesfortheplanet.com/youth-climate-vi...)

This video clip highlights the effort on by a group of young students to ban the use

Refine the Results ↓

Resource Type
Activity 1 match
Teaching Guidance 3 matches
Video 12 matches

Grade Level
Intermediate (3-5) 1 match
Middle (6-8) 13 matches
High School (9-12) 12 matches
College Lower (13-14) 3 matches

[Help](#)Current Search Limits: **Text Search** young voices for the planet

Results 1 - 10 of 16 matches

**Team Marine – Young Voices for the Planet**<https://www.youngvoicesfortheplanet.com/youth-climate-vi...>

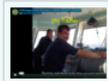
This video clip highlights the effort on by a group of young students to ban the use of plastic shopping bags in the city of Santa Monica. The video documents the effort and provides visual testimony ...

Reviewed Collection

**Dreaming in Green – Young Voices for the Planet**<https://www.youtube.com/watch?v=oPwDk9WhETo>

In this video from Young Voices for the Planet, four middle-school girls (The Green Team) talk about their efforts to work with their peers to reduce the carbon footprint of their school and how they ...

Reviewed Collection

**Anya: Citizen Science in Siberia – Young Voices on Climate Change**<https://www.youngvoicesfortheplanet.com/youth-climate-vi...>

Citizen scientist Anya, an indigenous Siberian girl, witnesses the changes in her community as a result of climate change after working with Woods Hole scientist Max Holmes' research team aboard ...

Reviewed Collection

**Plant for the Planet**<https://www.youngvoicesfortheplanet.com/youth-climate-vi...>

This video describes the foundation Plant for the Planet, a foundation created by a 9-year-old German boy, Felix. This foundation has planted more than 500,000 trees in Germany, which he says help ...

Reviewed Collection

Resource Type

Activity [1 match](#)
Teaching Guidance [3 matches](#)
Video [12 matches](#)

Grade Level

Intermediate (3–5) [1 match](#)
Middle (6–8) [13 matches](#)
High School (9–12) [12 matches](#)
College Lower (13–14) [3 matches](#)
College Upper (15–16) [1 match](#)

NGSS Performance Expectations

Middle School [1 match](#)

NGSS Disciplinary Core Ideas

Middle School [13 matches](#)
High School [12 matches](#)

NGSS Cross-Cutting Concepts

Middle School [3 matches](#)
High School [2 matches](#)

NGSS Science and Engineering Practices

Middle School [2 matches](#)
High School [1 match](#)

Regional Focus

Asia [1 match](#)
Europe [2 matches](#)
Islands, Oceans (Global) [1 match](#)
No Regional Focus [3 matches](#)
North America [2 matches](#)
Polar Regions [3 matches](#)

Dataset Use

CLIMATE CHANGE LIVE



SHARE    

- REGISTRATION
- WEBCASTS
- FOR TEACHERS
- FOR STUDENTS
- MULTIMEDIA
- PARTNERS
- TRANSLATION

Home > Multimedia > Videos > Classrooms in Action

Classrooms in Action

Check out what students and classes have been doing to address climate



JW Player

■■■■■■■■■■

A video player interface with a black background. It features three video thumbnails: a portrait of a young girl with blonde hair, a portrait of a young woman with dark hair, and a photo of two young women smiling. A white circular refresh icon is overlaid on the second thumbnail. Above the thumbnails is a progress bar consisting of ten white squares.

Young Voices for the Planet/Dreaming in Green

When Four Florida middle school students learn about the potential effect of sea level rise on Miami's economy, they conduct a school energy audit with the help of the non-profit "Dream in Green." Through their actions, their school saves thousands of dollars in energy costs by doing simple things that add up. This video is part of the Young Voices for the Planet video series. <http://www.YoungVoicesForThePlanet.com>

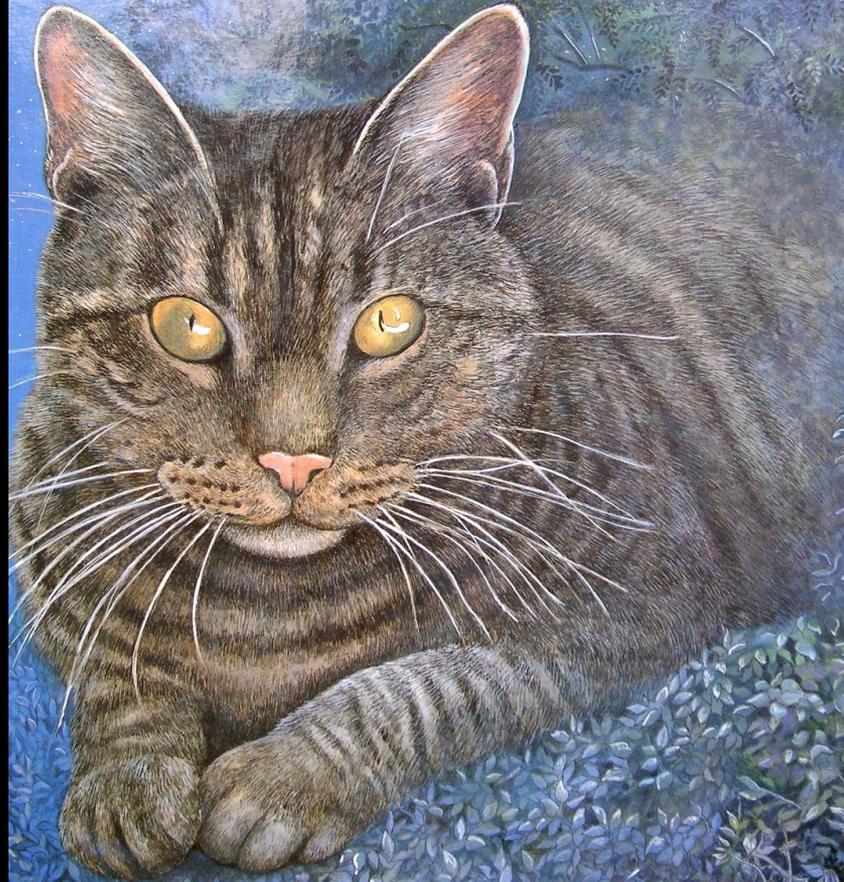
KITTY'S ADVENTURES

By Lynne
Cherry



Este es uno de mis primeros trabajos. Yo illustre este libro pequeno cuando tenia ocho anos de edad.

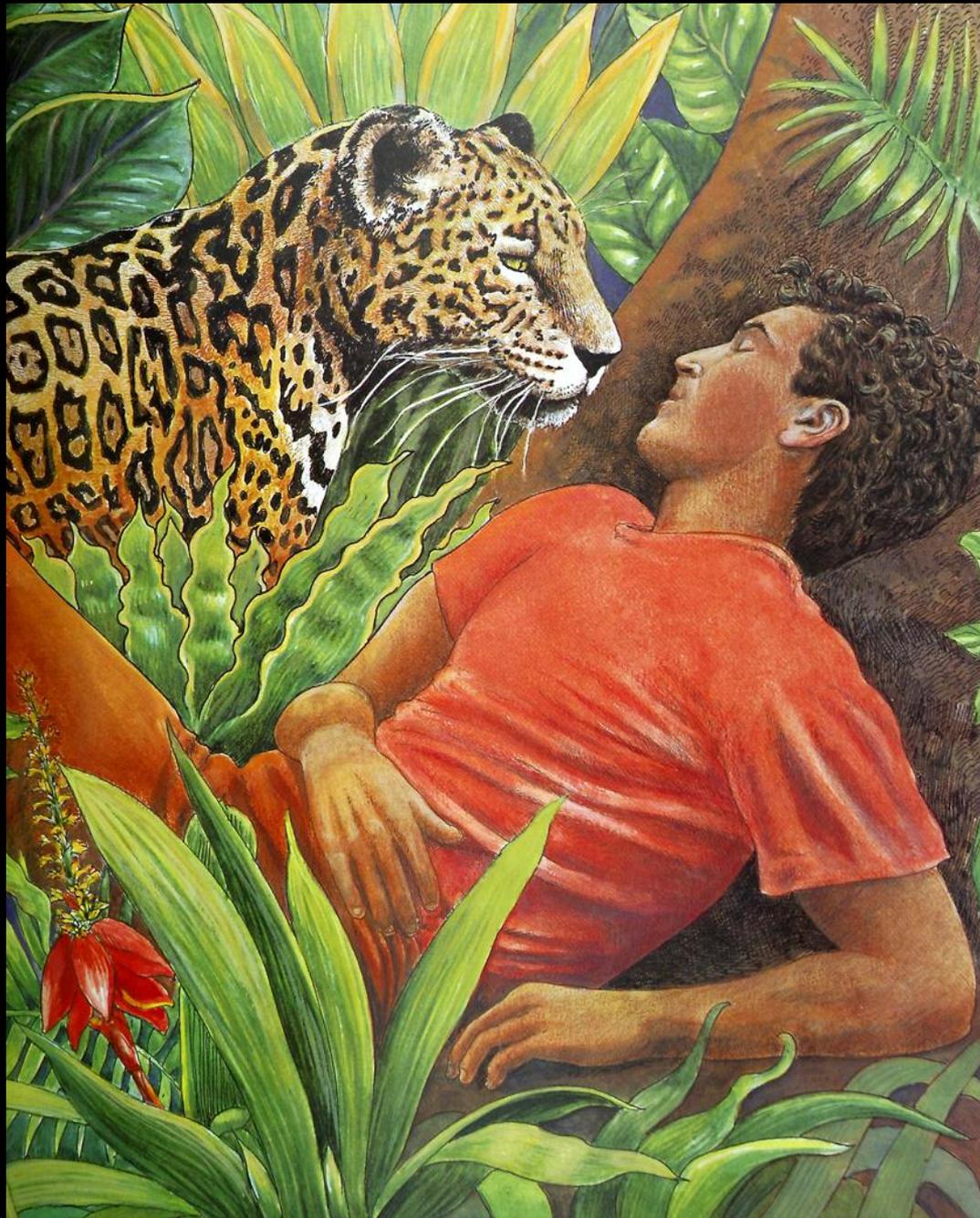
ARCHIE,
FOLLOW ME
LYNNE CHERRY













THE GREAT KAPOK TREE

A TALE OF THE AMAZON RAIN FOREST

by Lynne Cherry

Puzzle
Reading
Book







SIXTH-GRADERS Tristan Jones and Jennifer Metz count pennies at Edward R. Andrews Elementary School last week. Pupils at Andrews Elementary have been collecting money this year to protect land in the Amazon rain forest.

Gloria Wright / Staff photograph

Pennies for Protection

Andrews pupils collect money to buy rain forest land

By Sapna Kollali
Staff writer

Morrisville-Eaton second-grader Cameron Lake's favorite animal is the leopard. He has seen them only in zoos, but he has been studying the rain forest in school since kindergarten and knows that the leopard's habitat is in danger.

He's among more than 400 pupils at Edward R. Andrews Elementary School who have been collecting money this year to protect land in the Amazon rain forest, where scientists estimate 10 percent to 20 percent has been destroyed by deforestation.

"I care about animals and saving their home," Lake said. "If we buy the land, people won't cut down trees and we can help the Earth."

For the 13th year, Andrews Elementary teacher Joyce Nevison is leading the school in a quest to save the world's rain forests, through a national program called the Big Gift to the Earth, run by the New Mexico-based Earth's Birthday Project. Since 1992, the school has purchased more than 70 acres in seven Central and South American countries, Nevison said.

Each year since 1990, Earth's Birthday chooses a different section of rain forest, and participating schools raise money to purchase acreage in that region, said Kit Brewer, the project's director of educational programs.

This year, the project is run jointly with the World Wildlife Fund, which will take state-owned land in the Brazilian rain forest and move it permanently into protective parks and reserves, Brewer

said. An acre costs \$5 in the Amazon through this program.

"It's not a lot of money," Brewer said, "and it's something that a class can actually do."

Morrisville-Eaton fourth-grader Hayley Brown said her sister, Rae, and two friends, now all in seventh grade, sold purses, bracelets and bead animals last year and made enough money to buy an acre in Paraguay on their own.

"I helped them a little, because I want to save the animals," Brown said. "It's pretty cool that our school owns land."

In addition to Andrews Elementary, several other Central New York schools have participated in the Earth's Birthday Project, including East Syracuse-Minoa, Fayetteville-Manlius, Phoenix, Syracuse, Liverpool, Baldwinsville, Mexico, Sandy

Children make the best messengers because they will bear the brunt of climate disruption.

Four years ago, in a PBS interview, Supreme Court Justice David Souter expressed his concern about the ignorance of the American people regarding governance.

He warned that without a commitment to participatory democracy through civic education, the American People were open to a demagogue who would come and tell them that he could fix everything if only he were to have unlimited power. We must heed Souter's prescient comments.

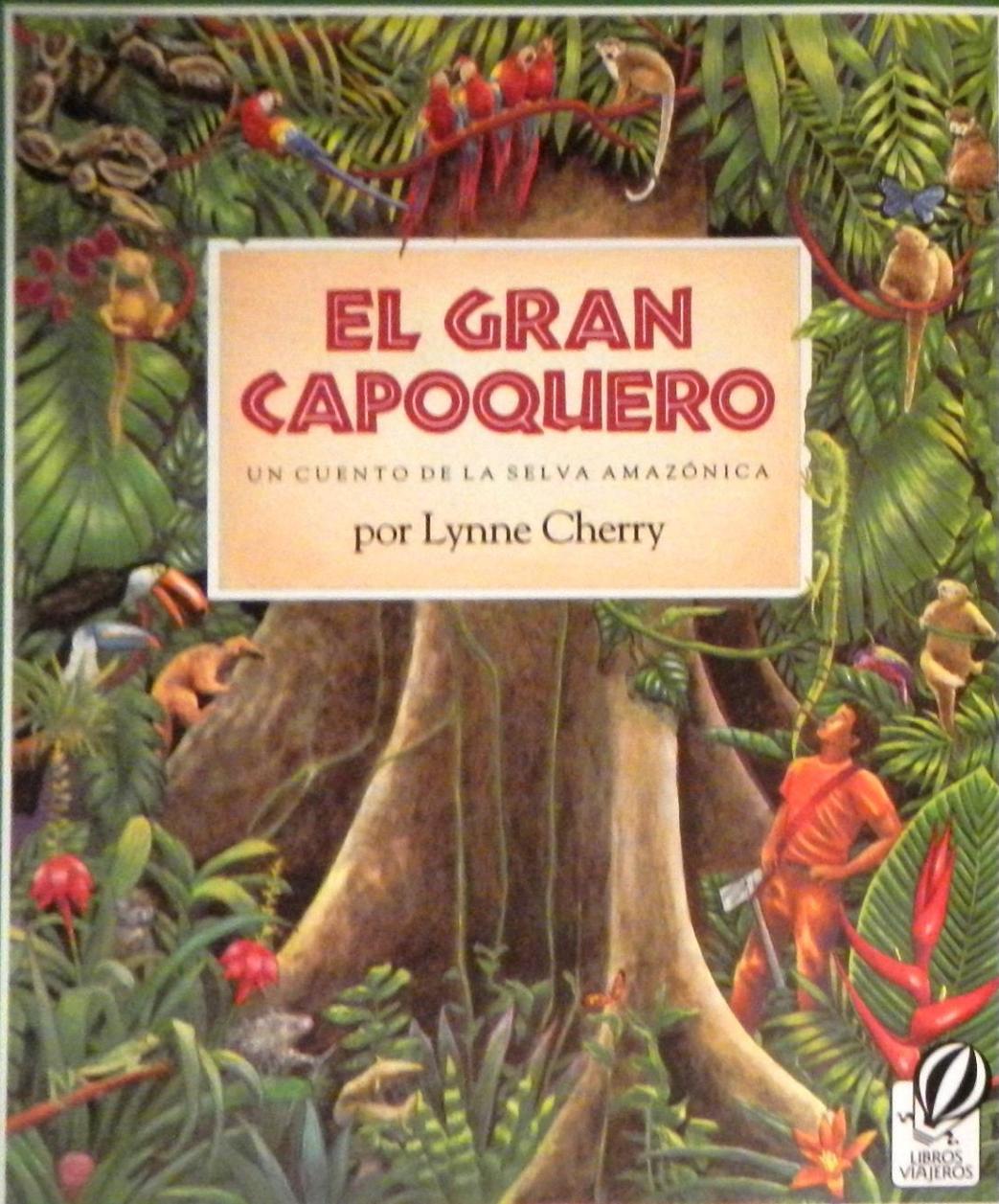
We need CIVICS and SOCIAL STUDIES in the schools.

Self-efficacy and civic engagement are the foundation of a democracy.

This isn't just a Climate Crisis.

It is a DEMOCRACY Crisis.





EL GRAN CAPOQUERO

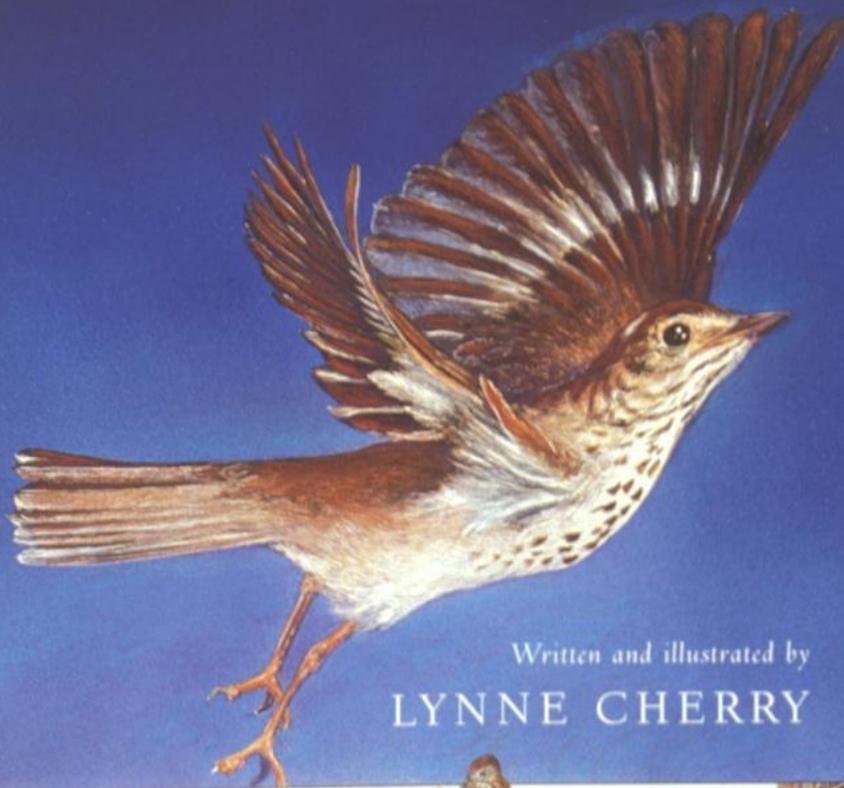
UN CUENTO DE LA SELVA AMAZÓNICA

por Lynne Cherry

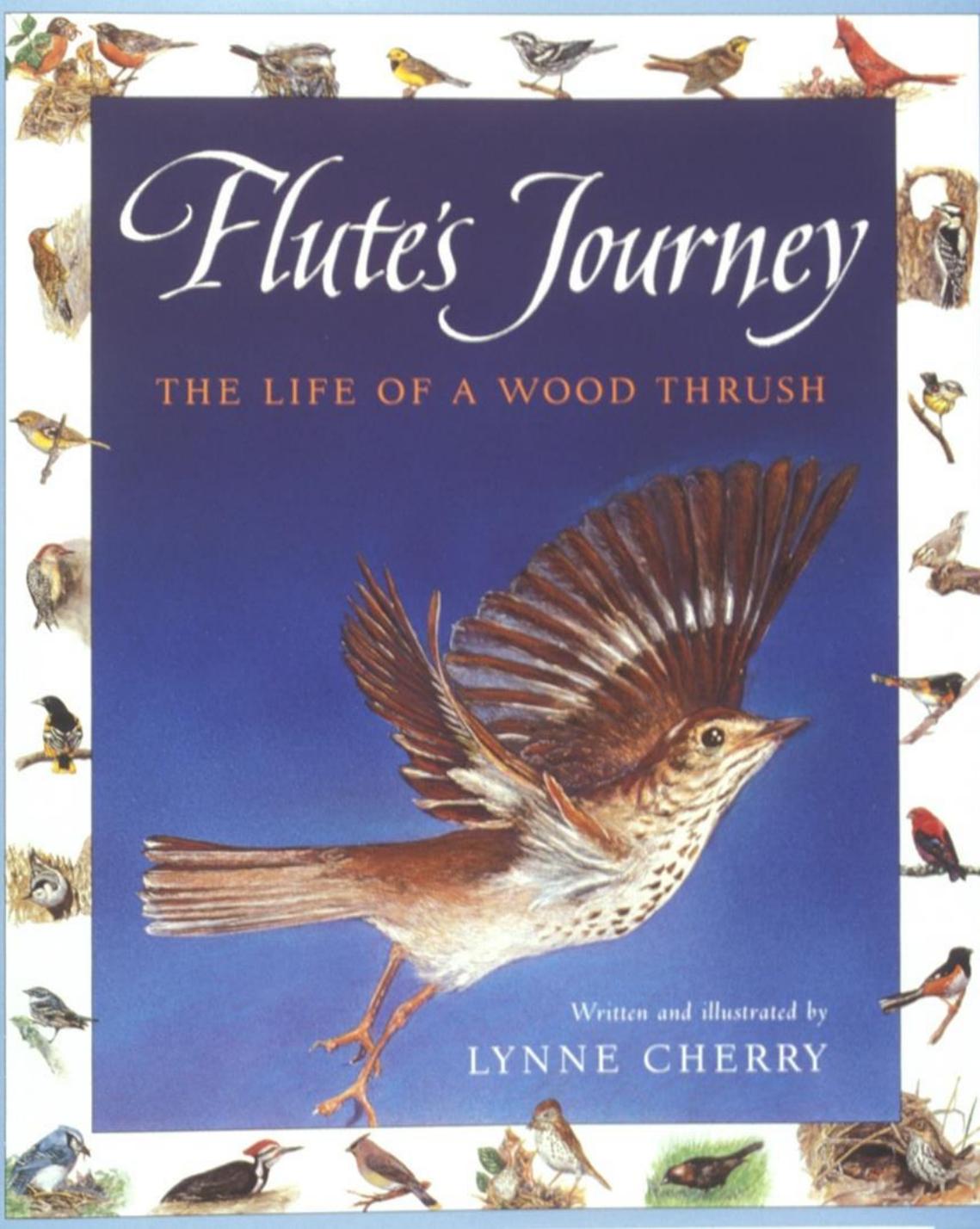


Flute's Journey

THE LIFE OF A WOOD THRUSH



Written and illustrated by
LYNNE CHERRY







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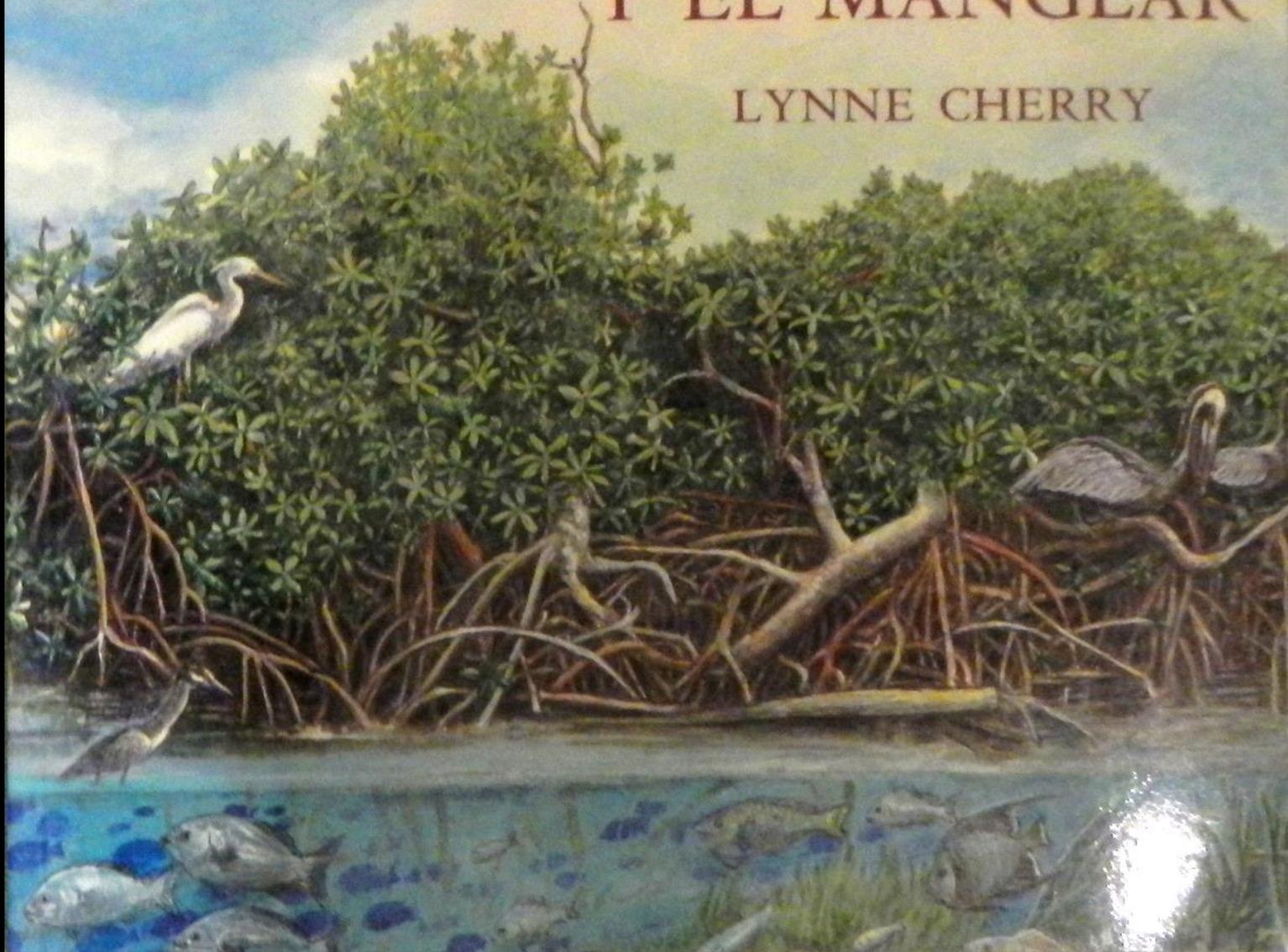
Kids Saved Belt Woods

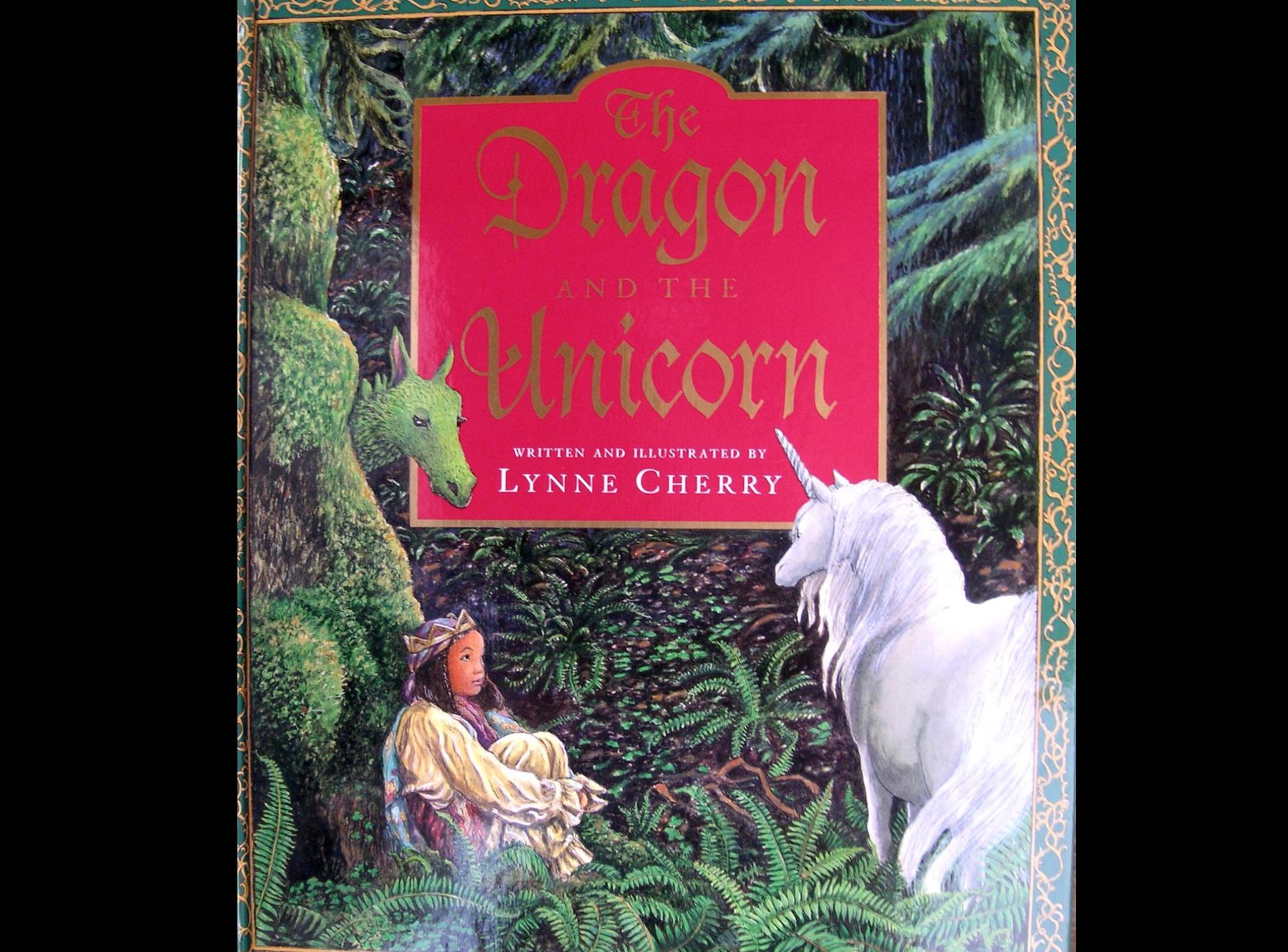




EL MAR, LA TORMENTA
Y EL MANGLAR

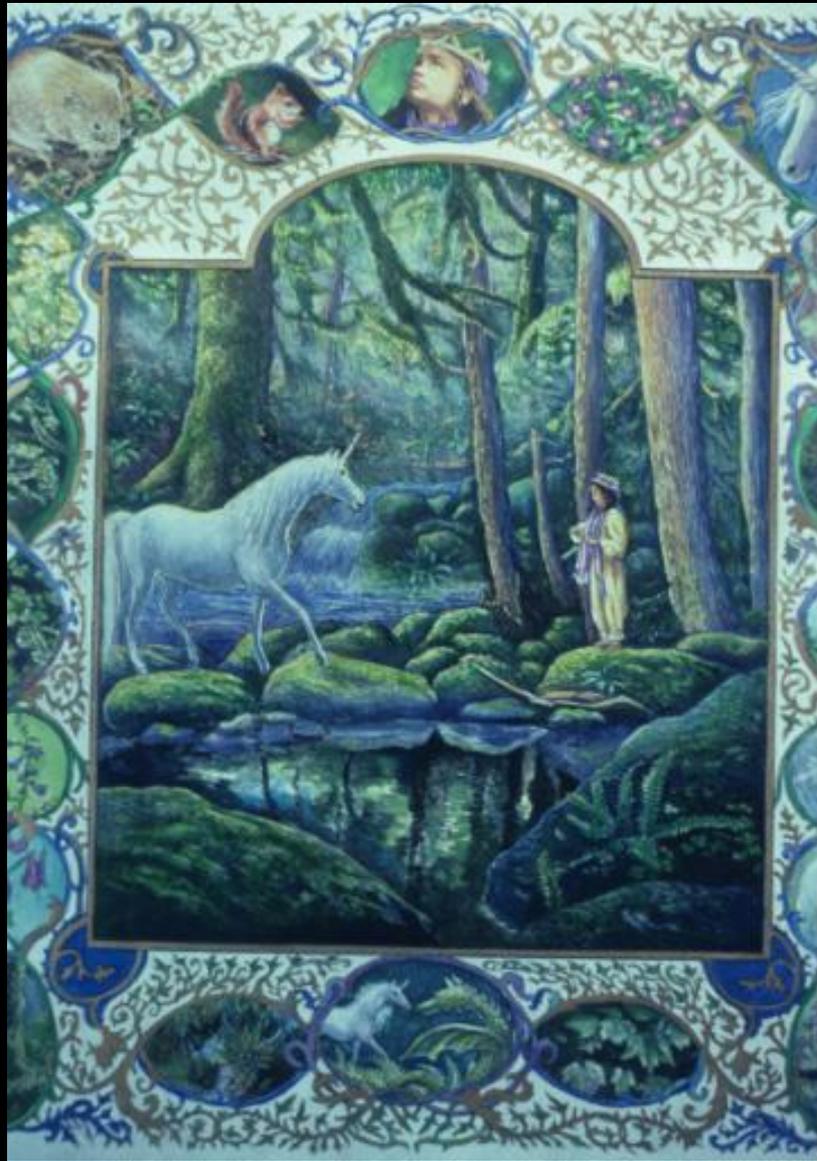
LYNNE CHERRY





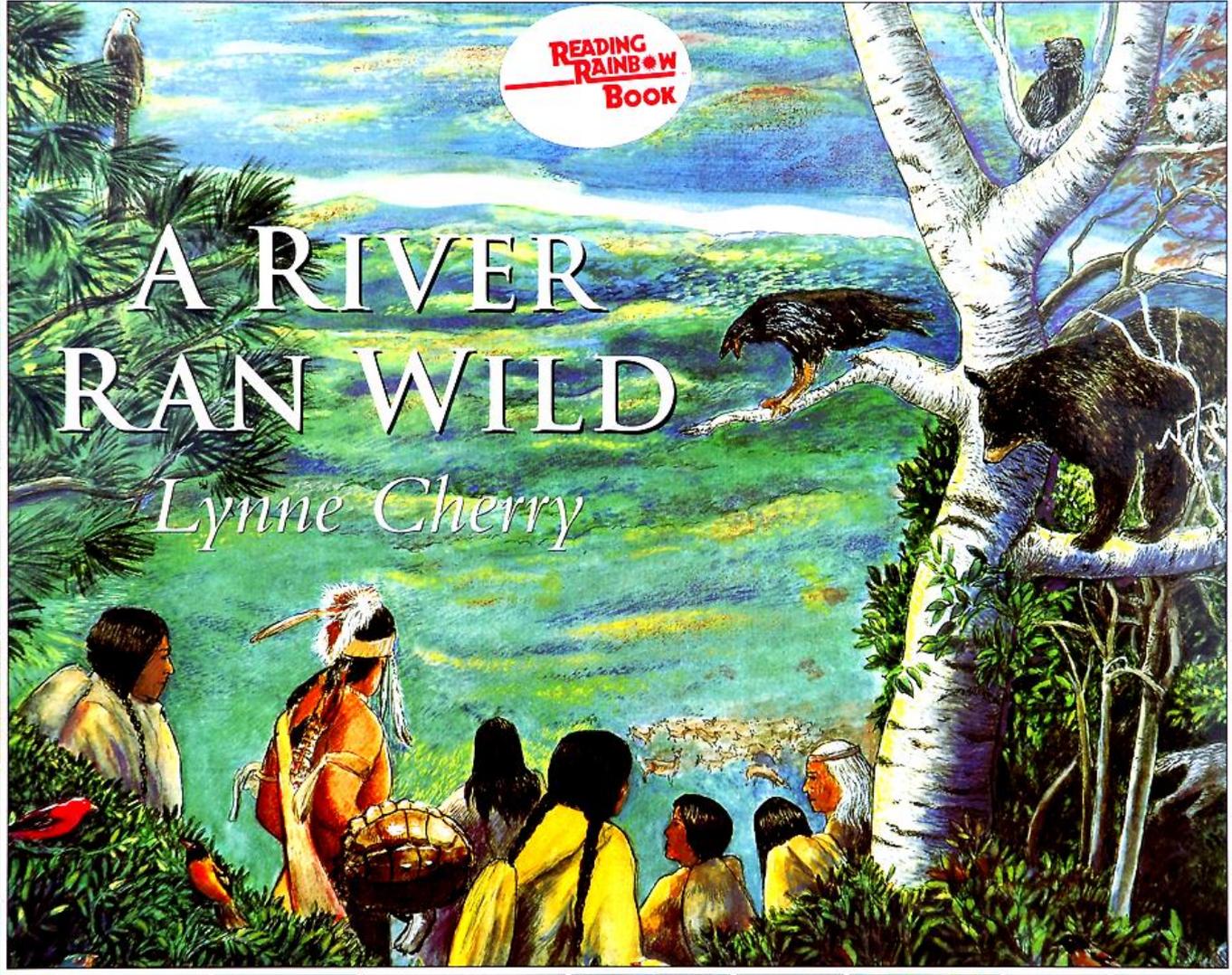
The
Dragon
AND THE
Unicorn

WRITTEN AND ILLUSTRATED BY
LYNNE CHERRY









READING
RAINBOW
Book

A RIVER RAN WILD

Lynne Cherry















Making a Difference in the World



by Lynne Cherry





Measurements of carbon in the atmosphere tells us the temperature of the Earth's atmosphere and show us how Earth's climate is changing. As carbon dioxide rises, the climate warms.

There has not been this much carbon in the atmosphere for millions of years-- since dinosaurs roamed the Earth -- when it was a much hotter climate.





PORTAGE GLACIER AK, 1914 • NOAA



How We Know What We Know About Our Changing Climate

Scientists and Kids Explore Global Warming

Climate Research
How We Know What We Know
About Our Changing Climate
Dutton Publications



by Lynne Cherry and Gary Braasch

With a Foreword by Prof. David Sobel

We have to consider the psychological effects of doom and gloom scientific information on people. We know that doom and gloom deflates people.

But we also know that solutions and success stories EMPOWER people and give them hope.

- The mission of *Young Voices on Climate Change* and the *Young Voices for the Planet* films is to limit the magnitude of climate change and its impacts through empowering youth, through positive success stories, to take an essential role in informing society and decision-makers, and catalyzing change since they will bear the brunt of climate disruption.

Most adults learn about the environment
from their kids

On the Allure of Ostriches and New Paths in Climate Communication

By ANDREW C. REVKIN | MAY 24, 2012 1:03 PM | 39 Comments

Lynne Cherry, a prize-winning [environmental writer](#) and illustrator (remember “[The Great Kapok Tree](#)“?) who’s now also a [youth-oriented filmmaker](#), recently alerted me to a paper exploring the limits of traditional environmental messages given a deeply ingrained human habit of avoiding inconvenient warnings.

I invited her to weigh in with a “[Your Dot](#)” entry, and here it is, along with an illustration she crafted with Doug Grandt showing the ostrich habit she’d like to find new ways to overcome:

The common belief has been that if people understood climate change science they would want to do something about it. But years of teaching and speaking at schools about environmental issues has taught me that messages of gloom and doom elicit reactions of fear, demoralization and hopelessness



Doug Grandt/Lynne Cherry



Lynne Cherry and Doug Grandt

Motivated avoidance

✉️ 📘 🐦 ➡️ MORE 💬 39

IUT

By 2050 or so, the human population is expected to [pass nine billion](#). Those billions will be seeking food, water and other resources on a planet where humans are already shaping climate and the web of life. In Dot Earth, which [moved from the news side of The Times](#) to the Opinion section in 2010, [Andrew C. Revkin](#) examines efforts to balance human affairs with the planet’s limits. A Times reporter for 14 years, Revkin is the Senior Fellow for Environmental Understanding at Pace University’s Pace Academy for Applied Environmental Studies.



Conceived in part with support from a John Simon Guggenheim Fellowship, Revkin’s book...

On the Perpetuation of Ignorance: System Dependence, System Justification, and the Motivated Avoidance of Sociopolitical Information

Steven Shepherd
University of Waterloo

Aaron C. Kay
Duke University

How do people cope when they feel uninformed or unable to understand important social issues, such as the environment, energy concerns, or the economy? Do they seek out information, or do they simply ignore the threatening issue at hand? One would intuitively expect that a lack of knowledge would motivate an increased, unbiased search for information, thereby facilitating participation and engagement in these issues—especially when they are consequential, pressing, and self-relevant. However, there appears to be a discrepancy between the importance/self-relevance of social issues and people's willingness to engage with and learn about them. Leveraging the literature on system justification theory (Jost & Banaji, 1994), the authors hypothesized that, rather than motivating an increased search for

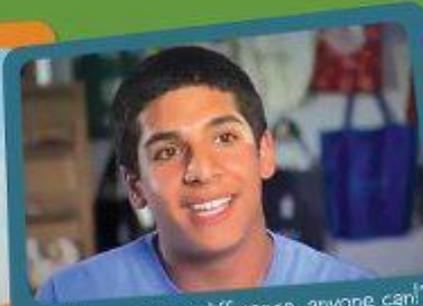


YOUNG VOICES FOR THE PLANET

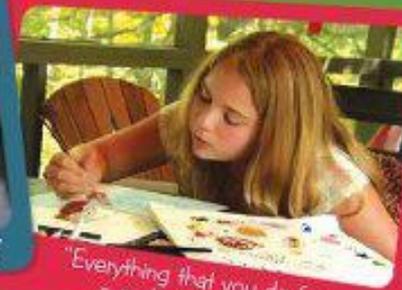
SPEAKING OUT. CREATING SOLUTIONS. LEADING THE CHANGE.



"You can change the world.
So DO something!"



"If I can make a difference, anyone can!"



"Everything that you do for
our planet counts."



"If adults don't do enough,
we have to do it."



"YOU can make a difference."



"Kids Have Power!"

A FILM SERIES ABOUT YOUTH MAKING A DIFFERENCE

PRODUCED AND DIRECTED BY LYNNE CHERRY

LCV & Unilever study

Teaching with hope and inspiration: Lessons from a Film Project

Education in Times of Environmental Crises

Teaching Children to Be Agents of Change

Edited by **Ken Winograd**

© 2016 – Routledge

284 pages

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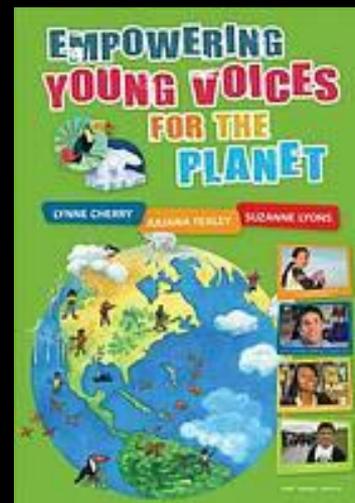
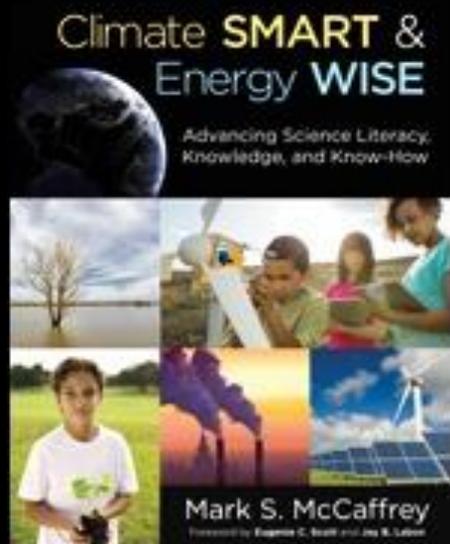
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EDUCATION IN TIMES OF ENVIRONMENTAL CRISES

Teaching Children to Be Agents of Change

Edited by Ken Winograd





Youth Actions Get Media Attention



ACTION MAP

YOUNG VOICES FOR THE PLANET
 SPEAKING OUT, CREATING SOLUTIONS, LEADING THE CHANGE.

Website

Video Feature Voices | Facebook Featured Voices | Zoom to

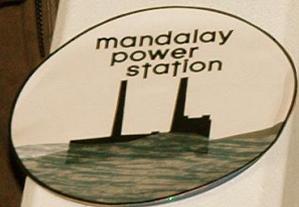
 1 Abby Goldberg	 2 Daniel Burgess, Andrew Burgess, and Elian Tropka	 3 Hannah Alger
 4 Martha Payne	 5 Miss Cross	 6 Olivia Peters
 7 Riverbrook Kids	 8 Sean Russell	 9 Kathleen Martinez

CLICK THE IMAGE ABOVE TO GO TO THE INTERACTIVE MAP



U15

You will be underwater here.











PLANT
FOR
THE PLANET
Trees for
Climate Justice

PLANT
FOR
THE PLANET
Trees for
Climate Justice

PLANT
FOR
THE PLANET
Trees for
Climate Justice















YOUNG VOICES FOR THE PLANET

SPEAKING OUT. CREATING SOLUTIONS. LEADING THE CHANGE.

MOVIES

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FOR TEACHERS

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CLIMATE CHANGE LIVE



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WEBCASTS

FOR TEACHERS

FOR STUDENTS

MULTIMEDIA

PARTNERS

TRANSLATION

Home > Multimedia > Videos > Classrooms in Action

Classrooms in Action

Check out what students and classes have been doing to address climate



JW Player



Young Voices for the Planet/Dreaming in Green

When Four Florida middle school students learn about the potential effect of sea level rise on Miami's economy, they conduct a school energy audit with the help of the non-profit "Dream in Green." Through their actions, their school saves thousands of dollars in energy costs by doing simple things that add up. This video is part of the Young Voices for the Planet video series. <http://www.YoungVoicesForThePlanet.com>



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AMERICAN PUBLIC TELEVISION

American Public Television has licensed two ½ hour TV programs – compilations of the Young Voices Planet films. The are distributing them to 60 public television stations beginning April 2016. Look for starting in April on your local PBS station.

BARRON PRIZE FOR YOUNG HEROES

The Gloria Barron Prize for Young Heroes celebrates inspiring, public-spirited young people. Each year Barron Prize honors 25 outstanding young leaders ages 8 to 18 who have made a significant positive difference to people and the environment.





NASA's STEM education programs, which reach hundreds of thousands of K-12 students, often show the *Young Voices for the Planet* films. Their education outreach department reaches hundreds of schools and conferences.



NATIONAL GEOGRAPHIC – THINK GREEN

National Geographic's five million subscribers (teachers, librarians, school administrators, youth and others) had access to the YVFP films and curriculum for three years. Its alliances reach 20,000 per year; their Facebook geo-literacy supporter's number 40,000 and the newsletter reaches another 100,000 twice each month. The YVFP films were streamed through National Geographic Education Online.

[SEE THEIR YVCC LINK](#)



NATIONAL SCIENCE FOUNDATION

The Graduate STEM Fellows in K-12 Education (GK-12) Program, managed by NSF's Division of Graduate Education (DGE), provides funding to graduate students in science, technology, engineering and mathematics (STEM) disciplines to acquire additional skills that will broadly prepare them for professional and scientific careers in the 21st century.

[SEE THEIR YVCC LINK](#)



NATIONAL WILDLIFE FEDERATION





ABOUT

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— Young Voices for the Planet Film Series

Young people can play an essential role in catalyzing society to reduce CO2 emissions and address climate change. The short Young Voices for the Planet documentaries present inspiring and uplifting success stories of youth, age 9-17, taking action and finding solutions to the global warming crisis. Authentic and positive, they dispel fears and denial, enabling kids and adults alike to accept climate science and realize that they can help. The main determinant of someone's taking action is their belief that they CAN SUCCEED. The YVFP films have proven effective in developing "self-efficacy"—the belief in one's ability to make change in one's own

ACTION MAP

YOUNG VOICES FOR THE PLANET
 SPEAKING OUT. CREATING SOLUTIONS. LEADING THE CHANGE.

Website

Video Feature Voices | Facebook Featured Voices | Zoom to

 1 Abby Goldberg	 2 Daniel Burgess, Andrew Burgess, and Ethan Trojka	 3 Hannah Alger
 4 Martha Payne	 5 Miss Cross	 6 Olivia Peters
 7 Riverbrook Kids	 8 Sean Russell	 9 Kathleen Martinez

CLICK THE IMAGE ABOVE TO GO TO THE INTERACTIVE MAP



YVFP CIVIC ENGAGEMENT CURRICULUM

This Civic Engagement Curriculum will help educators to integrate the Young Voices for the Planet films into formal or informal education.

The films document youth solutions to the climate crisis, and other issues, facilitating peer learning.

Grade Level: The curriculum is very versatile and can be adapted to elementary, middle school or high school through project-based learning.

The curriculum helps develop self-efficacy and agency. It provides ideas for service projects igniting interest in issues affecting student well-being and empowerment in decision-making through collaborations.

The YVFP Civic Engagement ACTION plan helps students identify issues to address, breaking problems into manageable pieces. Use this curriculum throughout the school year to help students speak out, create solutions and lead the change.

SELF – EFFICACY

Self-efficacy is the belief in one's ability to make a difference in one's own lives or in the world at large. This term was coined by Stanford University professor and world-renowned social psychologist Albert Bandura.

Albert Bandura is the most frequently quoted living psychologist and the 4th most quoted psychologist of all time following Freud, Piaget and BF Skinner.

In his seminal book *Self-Efficacy: The Exercise of Control*, Dr. Bandura wrote about how “efficacy beliefs” effect personal and social norms.

In a recent talk at Stanford, he discussed his serial dramas and their potential for moving the needle on climate change.

<https://youtu.be/6ZS11QoPKdI> (6:47)



SOCIAL MODELING

Albert Bandura's research on self-efficacy showed how people come to believe in their own ability to make change in their own lives and in the world at large through "social modeling" – modeling their behavior after the actions of others. In describing *the Young Voices for the Planet* films, Bandura said, "*they've taken my theories and put them into practice!*"

His research demonstrated how the most important influence on teens and pre-teens is their peers.

In the *YVFP* film, *Save Tomorrow*, 9-year-old Alice says, "When I was watching the *YVFP* films I thought, "*those children look just like me and maybe I can be doing what they're doing.*"

As the Parkland students, and the YVFP youth, have shown us, young people have the capacity to be the leaders of today.

Youth can be in the vanguard – setting an example by tangibly making a difference to ensure that our planet is on a sustainable course and showing people that everyone can play a part in tackling climate change.

Creating new social norms is the foundation of really changing behavior -- and grassroots efforts can change laws.



YOUNG VOICES FOR THE PLANET

SPEAKING OUT. CREATING SOLUTIONS. LEADING THE CHANGE.

MOVIES

FOR KIDS

FOR TEACHERS

GET INVOLVED

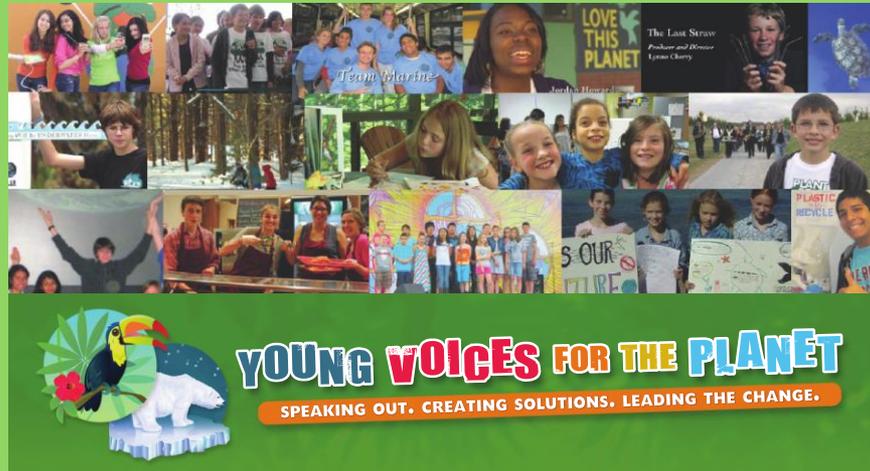
LINKS

Civic Engagement Curriculum

A GUIDE TO CIVIC ACTION FOR YOUNG VOICES

"Sure, I want to change the world... but how?"

<https://www.youngvoicesfortheplanet.com/curriculum/>



Civic Engagement Curriculum

A GUIDE TO CIVIC ACTION FOR YOUNG VOICES

“Sure, I want to change the world... but how?”

Self efficacy—the belief in one’s ability to make change in one’s own life and in the world at large—is the foundation of a functioning Democracy.

In the *Young Voices for the Planet* films we see authentic and inspiring stories of real kids making change. This companion guide for Civic Engagement uses project-based learning as models for action. Students analyze the successful ACTION PLANS of their peers in the films. Then, they develop their own for a local issue that they care about.

“At a certain point, we couldn’t stop thinking—is there anything that we can do?”

- Nicole Martinez, *Dreaming in Green*, a *Young Voices for the Planet* film

“It tells you—people want to help but they just don’t know how. That’s why I think they need a role model, like youth, to say, ‘If a child can do it, so can I. I can make a difference.’”

- Olivia Boulter in *Olivia’s Birds and the Oil Spill*

Each lesson is linked to the C3 Civics and Social Studies Standards.
Also ideal for cross-curricular teaching of STEM, STEAM and HISTORY.



Young Voices for the Planet Civic Engagement Curriculum
See the [Young Voices for the Planet Collection](#) on PBS LearningMedia

2. HOW TO DEVELOP AN ACTION PLAN:

Find your team! Find your passion! Find your power!

"Seeing that we do have power and we really can make a change in the world, it's really inspiring; it really changes you. So -

Find your team!

Find your passion!

Find your power!" - Mari in Save Tomorrow, A Young Voices for the Planet film

Introduction - For use with all Young Voices for the Planet films

Each of these PBS LearningMedia lessons begins with a [Young Voices for the Planet](#) film and an ACTION PLAN template (p. 24-28) that can be used with every lesson. So, FIRST show the Young Voices for the Planet film that you are going to be discussing.

After choosing and watching one of the Young Voices for the Planet films, using the ACTION PLAN, students will ANALYZE and ASSESS the ACTION projects initiated and carried out by the role models in the film they have just watched.

Then, ask students to IDENTIFY AND INITIATE their own ACTION projects. They can either replicate the one in the films or use them as inspiration to create their own.

An **A - C - T - I - O - N** plan provides a framework for students to:

A - ASSESS and **ANALYZE** what local issues most concern them. (Find your Passion!)

C - COLLABORATE with fellow students, friends, families, teachers, school administrators and community members and brainstorm with them about how to address the issue. (Find your Team!)

T - Create a **TIMEtable** to plan out steps toward their goal.

I - IDENTIFY who they can talk to and enlist as mentors.

O - ORGANIZE their thoughts. Organize meetings. Make a list of goals and action steps necessary to achieve their vision. (Find your Power!!)

N - Share the NEWS with school media, social media and local and national news outlets. Celebrate success by sharing and engaging others in their project.



Young Voices for the Planet Civic Engagement Curriculum
See the [Young Voices for the Planet Collection](#) on PBS LearningMedia

CURRICULUM OVERVIEW WITH C3 SOCIAL STUDES STANDARDS

Background of the Young Voices for the Planet Films and Lessons

This curriculum centers around the *Young Voices for the Planet* films - short documentaries that champion youth solutions to the climate crisis.

The mission of the *Young Voices for the Planet* film series is to limit the magnitude of climate change and its impacts by empowering children and youth, through uplifting and inspiring success stories, to take an essential role in informing their communities and society at large, challenging decision-makers, and catalyzing change.

"When I was watching the *Young Voices for the Planet* films I'd never seen kids in action before and it was really really amazing and I realized there was nothing different between me and the kids on those screens and I could be doing what they were doing."
- Alice Van Evera in *Save Tomorrow*

The films are very effective at developing self-efficacy in kids. They are true stories that document youth speaking out, creating solutions and leading the change.

These youth solutions include stories of California kids banning plastic bags (*Team Marine*), Florida students creating significant savings in energy costs for their school (*Dreaming in Green*), an 11-year old German boy coordinating the planting of a billion trees (*Plant for the Planet*), three Massachusetts 9-year-olds overturning a law that prevented solar panels from being installed on town buildings (*Save Tomorrow*), and other young people greening their schools, changing laws, changing minds and changing society as they reduce the carbon footprint of their homes, schools and communities.



Young Voices for the Planet Civic Engagement Curriculum
See the [Young Voices for the Planet Collection](#) on PBS LearningMedia

ACTION PLAN TEMPLATE:

Find your team! Find your passion! Find your power!

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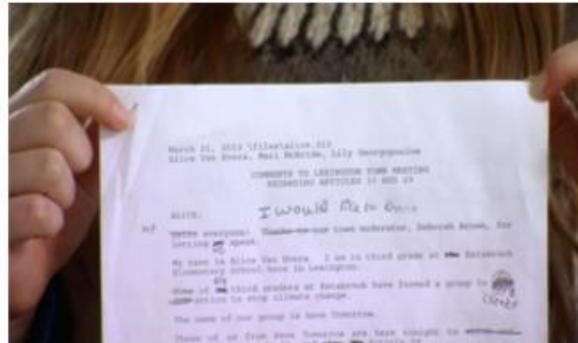
"I thought if Wangari Maathai can plant 30 million trees, we students in Germany could also plant 1 million trees."

-Felix in *Plant for the Planet*
a *Young Voices for the Planet* film

O - ORGANIZE: Start by ORGANIZING your thoughts by making lists of what you want to accomplish and what you want to say or do and when. ORGANIZE your friends to maximize your effect. Also organize your thoughts by writing up your comments for testimony. Then organize in your community. Organize your thoughts about the message, the messenger, the method and the medium.

"Lily and Mari and I all wrote some statements to try and get them to allow solar panels to go on public buildings."

-Alice in *Save Tomorrow*
a *Young Voices for the Planet* film



N - NEWS: Share what you are doing with your school news station and local media. Sometimes people will read or hear about your project and join your efforts. Publicize your successes. (In *Olivia's Birds and the Oil Spill*, Olivia raised \$200,000 to rescue oiled birds when her story went viral on social media. Could your project get good publicity, too? The media loves interviewing children and youth. The *Save Tomorrow* girls were interviewed on WBUR – National Public Radio. Here is their blog: ["Inspired by Films, Kid Environmentalists Take Action to 'Save Tomorrow' by Helping Today."](#))

"First it went to the Mobile Press register. Then it spread to the Guardian UK then Huffington Post. It was going crazy. My mother was getting 100 e-mails an hour! 144 million people had seen my story. 2 months... 144 million people."

-Olivia in *Olivia's Birds and the Oil Spill*
a *Young Voices for the Planet* film

Time Required:

Use the films and curriculum for a **half-hour lesson** or for an **entire school year**.

Use the **ACTION PLAN** to identify community issues that the class would like to focus on, or go deep into **ethics education** through **role-play** and help students develop **empathy**.

Use as **daily or weekly** ‘refreshers’ throughout the school year, to spark inspiration and excitement about civics and the power that youth have to change minds, laws and communities.

Use it to launch discussions of **historical precedents** of people creating changes for good such as Civil Rights, Women’s Rights and Children’s rights.

GOALS:

Civics taught in every school

Young people learning about actions they can take to address climate change and understanding climate science.

Self-efficacy developed in every school leading to youth empowerment and as the foundation of a functioning democracy.

Young Voices for the Planet Films and Curriculum more widely distributed to inspire more youth.

Formal and Informal Education – in and out of school

Children make the best messengers because they will bear the brunt of climate disruption.

Grown-ups must listen to the children.

Their voices cannot be dismissed for it is their future that is at stake. They reach our hearts.

They are a moral voice for doing what's right.





HOME

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OUR FILMS

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TURNER
FOUNDATION, INC.

TIDES
WHAT'S POSSIBLE



Tweets by @YoungClimate



May 31



YoungVoicesClimate

@YoungClimate

Kids head to court to fight #climatecha
[msnbc.com/morning-joe/wa...](https://www.msnbc.com/morning-joe/wa...) via @ms



Kids head to court to fight climate chan
MSNBC's Tammy Leitner talks to the kids s
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Thanks for stopping by! Let's
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