

<https://www.kimnicholas.com/responding-to-climate-change.html>



Three-minute video abstract

Click the QR code, or use the URL to access Seth's video abstract

Use the following questions to help you make notes of Seth's ideas.

Compare your notes with that of others in your group and if necessary, improve your notes.

You will use your notes to tell your original group about Seth's video and your reaction to it.

1. Who is Seth?

One of the researchers whose research showed which actions reduce an individual's carbon footprint the most.

2. How did he become interested in climate change and one's carbon footprint?

✚ He was a science teacher who talked about Climate Change with his students. They had many misconceptions about global warming and he wanted to change that.

3. What are the 4 actions that impact most highly?

✚ Eat a plant-based diet

✚ Avoid air travel

✚ Live car free

✚ Have smaller families

4. Why are they important?

✚ Because we need to get emissions per capita down to 2 tonnes per year by 2050,

✚ and for some of these actions we don't have easy technological fixes.

5. What did he discover about high school textbooks?

✚ Only 4% addressed high impact actions.

✚ A lot of focus on low impact or moderate impact actions:

○ things like conserving electricity that might be turning off light bulbs when you leave a room,

○ or unplugging devices when you're not using them.

✚ Recommendation phrased as a compromise

○ instead of live car free, a textbook might say make sure that your cars have properly inflated tyres to reduce gasoline use.

6. In what way is it a missed opportunity?

✚ Doesn't show students the seriousness of climate change, or the need to focus on high impact actions they could or should be taking

7. What did he discover about government recommended actions?

✚ Similar to textbooks

✚ Looked at guides from Canada, the U.S., Australia, and the E.U.

- ✚ Only Australia mentioned living car free.
- ✚ None mentions or promotes having a plant based lifestyle,
 - despite a lot of co-benefits, e.g. a plant-based diet and reduced diabetes, reduced cancer preserving biodiversity.
- 8. So what did he do about it?
 - ✚ They created their own resources to promote high impact actions.
- 9. What's your view? Is it a missed opportunity? Why are science textbook writers and governments focussing on smaller impact actions?
 - ✚ It is bad that science textbook writers and governments are apparently uninformed or misinformed, and clearly if we follow their advice, we cannot reach the 2.1 tonnes per capita that we need to by 2050.
 - ✚ It is a missed opportunity:
 - Maybe because governments and politics nearly always have short term goals, because they're elected every 4 or 5 years.
 - Maybe it's not just a missed opportunity. Maybe it is because big businesses especially in the oil industry want to distract us. They tried to deny global warming, and now they cannot deny it, they want us to switch to compromises which hurt their business less (see graph).

Notes about Seth's ideas and reactions (in note form)

- ✚ Seth is a scientist who researched "mitigating Climate Change"
- ✚ Became interested because he was a science teacher whose students had many misconceptions about climate change.
- ✚ The big 4 are
 - Eat a plant-based diet
 - Avoid air travel
 - Live car free
 - Have smaller families
- ✚ They are important because
 - we need to get emissions per capita down to 2 tonnes per year by 2050,
 - and for some of these actions we don't have easy technological fixes.
- ✚ He discovered high school textbooks weren't focusing on the high impact actions:
 - only 4% addressed high impact actions,
 - a lot of focus on low impact or moderate impact actions,
 - things like conserving electricity that might be turning off light bulbs when you leave a room,
 - or unplugging devices when you're not using them,
 - recommendations phrased as compromises:
 - instead of live car free, a textbook might say make sure that your cars have properly inflated tyres to reduce gasoline use.
- ✚ This is a missed opportunity because
 - doesn't show students the seriousness of climate change, or the need to focus on high impact actions they could or should be taking.
- ✚ Government advice is similar to textbooks:
 - looked at guides from Canada, the U.S., Australia, and the E.U.,
 - only Australia mentioned living car free,

- none mentions or promotes having a plant-based lifestyle.

✚ So they created their own resources to promote high impact actions.

My view?

✚ It is bad that if we follow the advice of science textbook writers and governments, we clearly cannot reach the 2.1 tonnes per capita that we need to by 2050.

✚ It is a missed opportunity maybe because

- science textbook writers and governments are uninformed or misinformed or because
- politicians nearly always have short term goals, because they're elected every 4 or 5 years,

✚ or maybe it's not just a missed opportunity. Maybe it is because

- big businesses especially in the oil industry want to distract us.

✚ They tried to deny global warming, and now they cannot deny it, so they want us to switch to compromises which don't hurt their business so much but do damage our future (see graph)