

# City Classroom CAP - Series

PBL support for using your City Climate Action Plan as a Living Textbook for local relevance, student agency, and community impact.

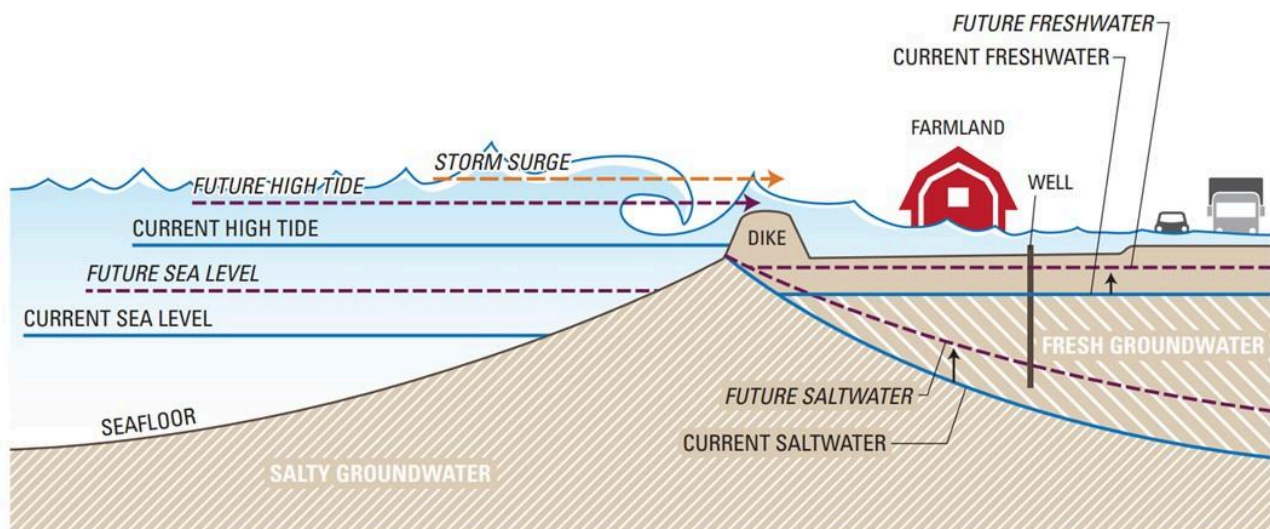


Credit: Kevin Lisota

## Great Climate Infographic Debate

**Lesson Resources:** Students playfully debate which are the “best” infographics for explaining the science, the causes, and the solutions for climate change in our region. By analysing more than a single generalized infographic, students gain appreciation for how local graphic artists communicate complex science ideas researched by local scientists about local issues.

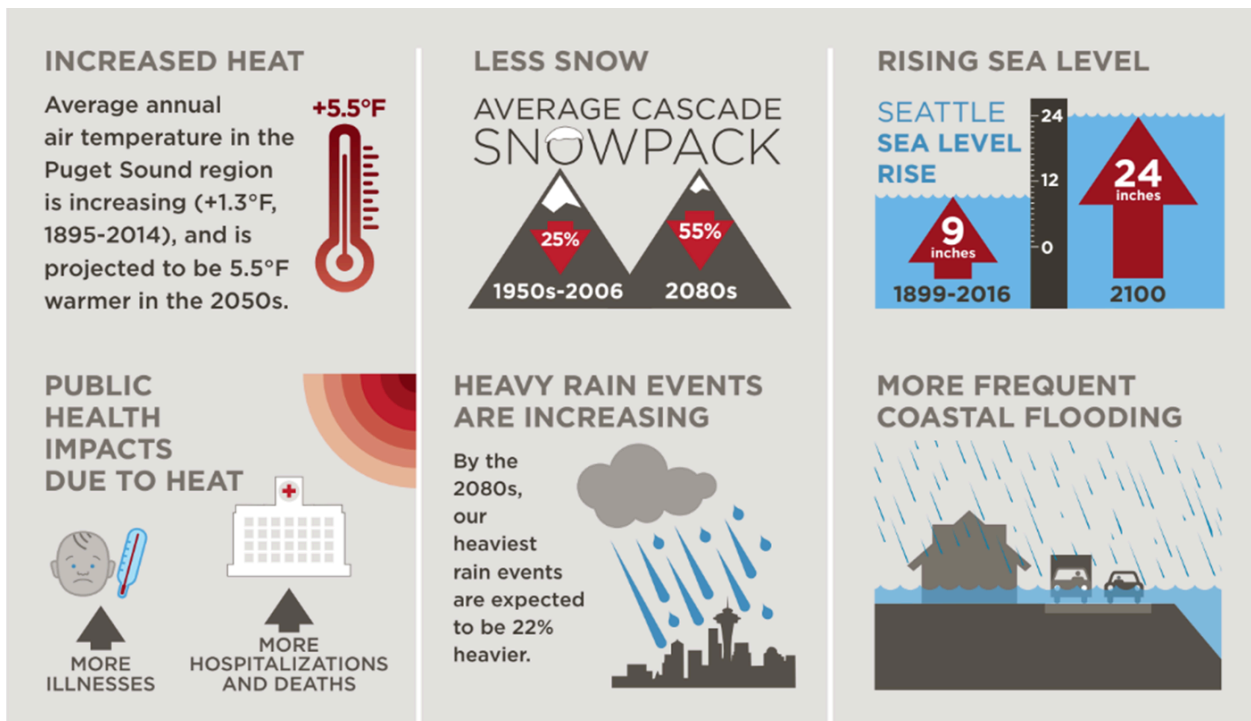
1. [What is Climate Change?](#)
2. [Our Changing Climate](#) | [Spanish](#) | [Arabic](#) | [Samoan](#) | [Chinese](#)
3. [Confronting Climate Change](#)
4. [How can each of us take action?](#)
5. [Snowpack - Rising Winter Freezing Levels](#)
6. [Rising Sea Levels and Storm Surge](#)
7. [Rising Sea Levels, Groundwater and Storm Surge](#)
8. [Seasonal Stream Flow Change](#)
9. A Systems Model: [Climate Drivers, System Impacts, Human Challenge](#)
10. Infographics related to Public Health
  - a. [How climate changes health - COMIC](#)
  - b. [Stay safe in the heat - COMIC](#) (in 12 Languages)
  - c. [A Changing World: Climate Drivers, System Impacts, Human Challenge](#)



## Making Artistic Choices

In each of the infographics listed above, a graphic artist made some very specific choices to help you understand complex ideas about local climate change in a simple, visual way. See if you can break down their artistic design choices.

1. What grabs your attention first, second, or third on this infographic? Why? How does the artist guide your eye around the infographic?
2. How would you describe the color scheme for this infographic? Does it help unify, group, or compare main ideas?
3. How are shapes used to help organize and feature critical information? Does the size, color, and placement of shapes guide your eye around the infographic?
4. How does the placement of text and font style support the main ideas without “too much reading?”
5. Are icons used to help symbolize key concepts?
6. How is numerical data displayed? How does the color, size, and placement of numbers help you understand what's quantifiable and measurable?
7. Are there graphs or pie charts used in this infographic? If there are, what do you notice about how the graphic artist has used color, shape, text, or numbers to help the viewer zero in on the main data story?



## Communicating Science Concepts and Data

1. Which infographics do you think best explain Earth systems (temperature, sea level rise, atmospheric CO<sub>2</sub>, Greenhouse Effect) right here in our region?
2. How do these infographics explain how increases in greenhouse gas concentrations drive changes in other systems?
3. Which infographics are most useful in explaining how people in King County are impacted by climate change?
4. How have you and your family personally experienced one or more of these impacts?
5. What are some solutions that King County is working on? How can we help?
6. Notice that King County has made their foundational infographics, [Our Changing Climate](#), available in four other languages including: [Spanish](#), [Arabic](#), [Samoan](#), and [Chinese](#). How might you use one of these infographics to engage a cultural community or language group that you are part of? NOTE: Engage Foreign Language Teachers in teaching about Climate Change in King County!
7. If you were to create your own infographic on climate change, what are the key elements, concepts, and style choices you would take from these local infographics?