



*Acting Locally & In Solidarity with Others*

Shreya K.C  
Nepalese Youth for Climate Action  
Nepal

Nepal is a country that is being hit especially hard by the effects of climate change. So when Shreya accidentally ended up taking a class in environmental science, she was immediately interested in the subject. She started to work with a Nepalese youth organization and organized many events and campaigns. She even got to represent Nepal at the COP25 conference in Madrid. For Shreya, one thing is clear: today's youth have to accept their responsibility and assume the power they have to change the future of our planet for the better.

Values      Committed      Enthusiastic      Determined      Responsible      Leadership

**Lessons Learned**

- When you first learn about the terrible effects of climate change, decide to dig down and educate yourself on the issues.
- Even though climate change is a global problem, if we act locally and in solidarity with others in our communities, we can make meaningful change.
- The climate crisis is real: we all need to recognize our responsibility, and acknowledge our power to do something about it.

**Language Arts**

- Write an essay (at least five paragraphs) explaining why you should be allowed to attend the UN's Youth Conference on Climate Change in your region. Explain not only on what you would learn at the conference, but also on what you can contribute to it.
- The biggest challenge a country like Nepal has when it comes to educating their people in global issues is its remoteness, and the people's lack of access to technology. However, most people nowadays have access to a cell phone. Select a part of the world where people have little access to traditional means of information sharing,

and create an Instagram or Tik Tok campaign designed to educate people in that part of the world about the effect climate change is having on their region.

- Write a short speech (no more than five minutes long) about the importance of educating people about climate change in your part of the world, and explaining what people can do to mitigate the adverse effects it has in your home country.
- Write a research essay about what the life of a Nepalese teenager is like, and explain how climate change has affected his or her life.

### STEM Activities

- Shreya's greatest gift is not only her motivation to work for a sustainable future, but also her pride in her community. Research one sustainability goal that you would like your state or county to target in 2021. Create a diagram explaining this issue and what needs to be done to address it.
- Shreya began her journey by organizing a trash pickup in her community. Research and share one alternative material or product that helps to reduce trash pollution
  - Example: Stasher bags are 100% silicone food-grade reusable bags that are a great alternative to plastic bags or other non-sustainable storage options. <https://www.stasherbag.com/collections/the-stasher-ecosystem>
- Nepal is famous as the location of Mt. Everest, the world's tallest mountain, and a world heritage site that 100,000 people visit each year. Since the mountain was first scaled in 1953, thousands of people have climbed Everest and have left garbage strewn up its face. Nepal is working to solve this problem, including requiring climbers to each bring down with them 8 kilograms of garbage, or forfeit a \$4,000 deposit. [Read about these efforts](#), then brainstorm other strategies to both prevent more garbage from being left behind, and ways to get rid of this trashy legacy of the past 70 years.

### Sustainability Innovations

- Shreya enhanced her knowledge of sustainability and nurtured her internal drive at the 6th National Youth Conference on Climate Change. Identify a climate change conference you would like to participate in, and write a letter to a prospective sponsor explaining why participating in this conference is important.
- After her experience at the conference, Shreya's focus shifted to her involvement with the Nepalese Youth for Climate Action Network (NYCA). The Climate Action Network (CAN) has numerous working groups and connects individuals globally. Identify one CAN working group that addresses issues that students might like to pursue a career in. <http://www.climatenetwork.org/working-groups>

### Sustainable Career Pathways

- **Environmental Educator.** It was Shreya's exposure to environmental issues in college that led her to become a leading climate activist. The role of teachers in informing and energizing students cannot be overstated. Yet a surprising number of schools lack educators who are versed in sustainability and environmental issues. Educators who either directly or indirectly incorporate sustainability into their lessons, or focus on environmental issues, are essential in helping future generations understand the environmental challenges we face--and their possible solutions. [Learn more about the field here.](#)
- **Environmental Organizer.** By mobilizing her community, Shreya was able to start a transformation: making one street prettier, its residents prouder, and local businesses more responsible. Engaging one's community around important environmental and social challenges is an important career path and community service. There are many programs that teach how to organize, from online courses ([such as this one](#)), to one-year environmental organizing field schools like [Green Corps](#).
- **International Governance.** The United Nations and its agencies, for example the UN Environment Programme, play a critical role in creating a more sustainable, more equitable future. Perhaps your career lies

in [working for the United Nations](#)? Or in working for one of the many nongovernmental organizations working to improve the challenging issues of international governance?

- **International Development.** As countries develop, many grapple not just with governance issues but with sustainability challenges as well. There is a vast field of careers in international development, some of which focus on “sustainable development.” Here is [a large database of international development jobs](#). The Peace Corps sends young Americans to foreign countries for two-year assignments as development ambassadors. If you’re from the U.S., explore working with [The Peace Corps](#), or find an equivalent program in your country.

**Call to Action:** Invite your friends to join you in organizing a clean-up campaign in your community! Visit NYCA: <https://www.nyca.net.np/> Follow Shreya on Twitter <https://twitter.com/KCShreya1?s=20> and read her blog <https://kcshreya.wordpress.com/>

## State Standards

### California

- **ELA:**
- **SL.11-12.4:** Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade) CA b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade) CA
- **W.11-12.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the disciplines in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
- **WHST11-12.1:** Write arguments focused on discipline-specific content. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
- **SL.11-12.4:** Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing,

description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade) CA b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade) CA

- **W.11-12.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **SL.11-12.4:** Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade) CA b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade) CA
- **W.11-12.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **STEM:**
- **HS-ETS1-1:** Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
- **HS-ETS1-3:** Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

## Massachusetts

- **ELA:**
- **RI.11-12.7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words in order to address a question or solve a problem.
- **W.11-12.1:** Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.11-12.2:** Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.11-12.3:** Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
- **W.11-12.3.a:** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.
- **W.11-12.3.b:** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- **W.11-12.6:** Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **W.11-12.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.5: Make strategic use of digital media (e.g., audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- WCA.11-12.6: Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- P.MA.P.06: **Convey meaning through the presentation of artistic work.** Modify a media artwork to clarify its artistic intent by anticipating viewers' responses.
- **STEM:**
- HS.ETS.1.1: Analyze a major global challenge to specify a design problem that can be improved. Determine necessary qualitative and quantitative criteria and constraints for solutions, including any requirements set by society. \* Clarification Statement: Examples of societal requirements can include risk mitigation, aesthetics, ethical considerations, and long-term maintenance costs.
- HS.ETS.1.3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, aesthetics, and maintenance, as well as social, cultural, and environmental impacts.

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