



# Cambridge Global Perspectives™ Secondary lesson pack (11–19 years)

## Contents

**Lesson plan**

**Activity posters**

**Verification of sources game**

**Source A:** This guy is wearing every piece of garbage he generates for a month

**Source B:** The climate change alarmists are WRONG, NASA just declared carbon dioxide is GREENING the Earth, NOT killing it

**Source C:** Climate change – Sir David Attenborough warns of ‘catastrophe’

**Source D:** Eco-win! Rockstar announces that for every mile driven in ‘Grand Theft Auto Online’ they’ll plant a tree in-game



## Cambridge Global Perspectives™ secondary lesson plan

### Understanding trustworthiness of sources

<b>CLASS:</b>	<b>DATE:</b>
<b>Learning objectives</b>	By the end of the lesson learners will be able to: <ul style="list-style-type: none"> <li>comment on the trustworthiness of sources</li> <li>recognise features of sources that may reduce their trustworthiness</li> <li>suggest areas where sources may need to be verified for credibility.</li> </ul>
<b>Lesson focus</b>	Trustworthiness of sources in the digital age and how to assess the content that they present critically.
<b>Skills focus</b>	This lesson will focus on developing evaluation skills.
<b>Prior knowledge</b>	It is assumed that learners will be somewhat familiar with the terms 'fake news' and 'trustworthiness', and that they will have had some experience of researching using the internet.
<b>Resources</b>	<p><i>Whole lesson</i></p> <ul style="list-style-type: none"> <li><b>Presentation</b> (for all activities)</li> </ul> <p><i>Activity 1</i></p> <ul style="list-style-type: none"> <li><b>Activity 1 posters</b> – four optional posters with 'very', 'fairly', 'not really' and 'not at all' each placed in a different corner of the room</li> </ul> <p><i>Activity 2</i></p> <ul style="list-style-type: none"> <li><b>Verification of sources</b></li> <li><b>Verification of sources teacher notes</b></li> <li><b>Sources A, B, C and D</b> (distribute digitally if possible)</li> </ul> <p><i>Reflection</i></p> <ul style="list-style-type: none"> <li>Paper / Post-it notes</li> </ul>

#### Plan

<b>Activity</b>	<b>Teacher notes</b>
<p><b>Introduction</b> 10 minutes</p> <p>Presentation slide 1</p>	<p><b>How do you know?</b></p> <p>Ask the question: 'How do you know the things that you know?'</p> <p>Give learners a few minutes to list the main five sources of their knowledge. Stress that 'school/education' is just one source (e.g. different lessons/teachers/textbooks are not different sources).</p> <p>Pair up learners to compare their lists. Ask the pairs to combine their lists and rank them all in terms of how much they trust the source.</p> <p>Select pairs to feed back some of their sources. Probe with follow-up questions such as:</p> <ul style="list-style-type: none"> <li>Why do you trust/not trust that source?</li> <li>Are their reasons why a source might not be trustworthy at the top of your list?</li> <li>Did any pairs disagree on where a source should be ranked? Why?</li> </ul>
<p><b>Activity 1</b> 15 minutes</p> <p>Presentation slides 4–9</p>	<p><b>How reliable?</b></p> <p>The activity asks learners to consider how reliable each tweet is as a source of information. As a class, read the tweet as well as the bio information found for the author.</p> <p>Ask learners to stand in the relevant corner of the classroom depending on how reliable they think the source is. Once all learners are in a corner, ask them to discuss quickly and then someone from each corner to explain why they chose that corner.</p>

Activity	Teacher notes
	<p><b>Example 1: Jason Michael – shark on motorway</b></p> <p>Learners may offer ideas such as the following to support the tweet:</p> <ul style="list-style-type: none"> <li>• It is recent.</li> <li>• It has been read and retweeted numerous times (note, this is one of the major problems with fake news).</li> <li>• It was posted by a journalist – a profession that deals in presenting information.</li> <li>• Jason Michael is an author.</li> <li>• The picture looks real.</li> </ul> <p>Learners may offer the following to argue it is not trustworthy:</p> <ul style="list-style-type: none"> <li>• Who is Jason Michael really? Anyone can create a Twitter account.</li> <li>• How likely is this really to have happened?</li> <li>• Just because a lot of people have read it does not make it trustworthy.</li> </ul> <p>Note: The image isn't a real image – using reverse image search we can identify that the image has been constructed. We can be fairly certain that this is an untrustworthy source.</p> <p><b>Example 2: Greta Thunberg – ‘specific demands’</b></p> <p>Learners may offer ideas such as the following to support the tweet:</p> <ul style="list-style-type: none"> <li>• It is very recent.</li> <li>• It has been read and retweeted numerous times.</li> <li>• It was posted by a well-known individual (she has 4 million followers) who is known in this field.</li> <li>• The climate emergency is relatively well documented.</li> <li>• Some learners may have personal experience with the FridaysForFuture movement.</li> <li>• She is stating her opinion on an issue.</li> <li>• It is from a Twitter verified account (blue tick next to name).</li> <li>• Any other relevant response.</li> </ul> <p>Learners may offer the following to argue it is not trustworthy:</p> <ul style="list-style-type: none"> <li>• She is just 17, what is her expertise in?</li> <li>• Somewhat emotive language ‘simply ignored’.</li> <li>• Any other relevant response.</li> </ul> <p>We can be fairly certain that this is a trustworthy source, though as researchers we may want to cross-check any agreements/reactions made by organisations and nations in response to the ‘demands’.</p> <p><b>Example 3: Peter Resh – ‘CO2 greening the Earth’</b></p> <p>Learners may offer ideas such as the following to support the tweet:</p> <ul style="list-style-type: none"> <li>• It is very recent.</li> <li>• It cites NASA, an organisation of top scientists and minds, therefore it could be trusted.</li> <li>• On the face of it a basic understanding of biological processes could make this seem logical.</li> <li>• Any other relevant response.</li> </ul> <p>Learners may offer the following to argue it is not trustworthy:</p> <ul style="list-style-type: none"> <li>• Author openly states they are a sceptic on the topic of climate change and sustainability, therefore clear bias.</li> <li>• Capitalisation of wording plays on emotions of reader but is not ‘formal’ register.</li> <li>• Author has, according to bio, no relevant professional experience in this field.</li> <li>• It is unclear where the article actually comes from – further investigation will be required to make a judgement.</li> <li>• ‘Death cult’ is an extremist term and highly emotive.</li> <li>• Any other relevant response.</li> </ul> <p>We can be fairly certain that this is not a trustworthy source.</p>

Activity	Teacher notes
	<p><b>Example 4: Nicholas Kristof – ‘Red states seeking billions’</b></p> <p>Learners may offer ideas such as the following to support the tweet:</p> <ul style="list-style-type: none"> <li>• It is very recent.</li> <li>• It has been read and retweeted numerous times.</li> <li>• It was posted by a well-known individual (he has 2 million followers) who is known in this field.</li> <li>• Columnist for the <i>New York Times</i>.</li> <li>• It is from a Twitter verified account (blue tick next to name).</li> <li>• The article this tweet is linked to is from the <i>New York Times</i> website – an agreed reliable media outlet.</li> <li>• Any other relevant response.</li> </ul> <p>Learners may offer the following to argue it is not trustworthy:</p> <ul style="list-style-type: none"> <li>• Learners have probably not heard of Nicholas Kristof.</li> <li>• Somewhat emotive language: ‘refuse to refer’.</li> <li>• Any other relevant response.</li> </ul> <p>We can be fairly certain that this is a trustworthy source, though as researchers we may want to cross-check any agreements/reactions made by organisations and nations in response to the use of vocabulary as stated – the first place would be the linked article for example.</p>
<p><b>Activity 2</b> 25 minutes</p> <p>Presentation slides 10–15</p> <p>Verification of sources</p> <p>Sources A, B, C &amp; D</p> <p><i>Verification of Sources Game – Teacher Notes</i></p>	<p><b>Source assessment – how trustworthy?</b></p> <p>Introduce the verification of sources game. Ideally, learners need to work in small teams of three or four.</p> <p>Learners have four sources to review and then complete their ‘verification of sources’ scoresheet. This asks learners to consider each source and record a score. This is to encourage discussion and help learners explore their views and responses.</p> <p>See the <i>Verification of Sources Game – Teacher Notes</i> document for suggested guidance and potential scores, but do adapt this activity as you wish.</p> <p>You are asking learners to consider how trustworthy they feel each source is, focusing on the following aspects.</p> <ul style="list-style-type: none"> <li>• Headlines <ul style="list-style-type: none"> <li>– Does the headline promise secret information, outrage or surprise?</li> </ul> </li> <li>• Images <ul style="list-style-type: none"> <li>– What type of images are used?</li> <li>– Are there any captions or credits?</li> <li>– Have images been doctored or do they relate to a different event?</li> </ul> </li> <li>• Adverts/Sponsorship <ul style="list-style-type: none"> <li>– Has the article been clearly sponsored?</li> <li>– Is there any intrusive advertising?</li> </ul> </li> <li>• Text <ul style="list-style-type: none"> <li>– Has the article been written in a professional style?</li> <li>– Are there any spelling or grammatical errors?</li> <li>– Does the text use emotive language, hyperbole or sensationalist language?</li> </ul> </li> <li>• Date <ul style="list-style-type: none"> <li>– Is there a date on the article?</li> <li>– Is the information relevant and current?</li> </ul> </li> </ul>

Activity	Teacher notes
	<ul style="list-style-type: none"> <li>• Author <ul style="list-style-type: none"> <li>– Is there an identifiable author?</li> <li>– Are any details available about their credentials?</li> </ul> </li> <li>• Interviews and opinions <ul style="list-style-type: none"> <li>– Does the article quote and credit sources?</li> <li>– Is the author/interviewee qualified to speak with authority on the topic?</li> <li>– Is more than one opinion represented?</li> </ul> </li> <li>• Graphs and statistics <ul style="list-style-type: none"> <li>– Does the article refer to a study that is named and linked?</li> <li>– Does the article accurately represent the results of a study?</li> <li>– Are there clear and precise statistics?</li> </ul> </li> </ul> <p><b>Extension activity:</b></p> <p>Compare scores between pairs/groups. Look for any articles where there is a significant difference in scores and explore the reasons for the difference. What can they learn from this about evaluating sources?</p>
<p><b>Reflection</b></p> <p>10 minutes</p> <p>Presentation slides 16–17</p>	<p><b>Your top threes</b></p> <p>For this activity, you should focus on the skill of verifying source trustworthiness, <i>not</i> the content related to climate change and sustainability.</p> <p>Ask: ‘What are your top three tips for assessing the trustworthiness of sources?’</p> <p>Learners respond on a Post-it note and post to the board.</p>

Very



# Fairly



**Not really**







**Not at all**



## Cambridge Global Perspectives™ secondary lesson plan

### Verification of sources game

Category	Points deducted	Source A	Source B	Source C	Source D
<b>Headlines</b>	-1 if the headline uses ALL CAPS or excessive punctuation				
	-2 if the headline promises secret information, outrage, surprise				
<b>Images</b>	-1 if there are stock/generic images with no captions				
	-2 if the images have been doctored or relate to a different issue or event				
<b>Ads</b>	-1 if the article is clearly sponsored by a company or organisation				
	-2 if there are intrusive advertising banners or pop-ups				
<b>Text</b>	-1 if there are spelling and grammatical errors or the appearance is unprofessional				
	-2 if the text uses emotional language, hyperbole or sensationalist language				
<b>Date</b>	-1 if there is no date on the article				
	-2 if the information in the article is no longer relevant or current				
<b>Author</b>	-1 if there is no identifiable author or the author is a pseudonym				
<b>Interviews and opinions</b>	+2 if the article quotes sources and names them in the article				
	+3 if the author and/or interviewee is qualified to speak with authority on the topic <b>or</b> more than one opinion is represented in the article				
<b>Graphs and statistics</b>	+2 if the article refers to a study which is named and linked, or the study could be easily found				
	+3 if the article accurately represents the results of a study, or graphs and statistics are clear and precise				
<b>Ownership</b>	+3 if you can clearly find who owns the publication				
<b>End game scoring</b>	<b>Starting points</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>
	<b>Total points deducted</b>				
	<b>Total points added</b>				
	<b>Total points</b>				



## Cambridge Global Perspectives™ secondary lesson plan

### Verification of sources game – teacher notes

You will be given four sources about the topic of climate change and sustainability. As a team you should briefly review the articles and award the following points based on your views.

All articles begin with 15 points. Points are then deducted or added for the following:

Category	Points
<b>Headlines</b>	-1 if the headline uses ALL CAPS or excessive punctuation
	-2 if the headline promises secret information, outrage, surprise
<b>Images</b>	-1 if there are stock/generic images with no captions
	-2 if the images have been doctored or relate to a different issue or event
<b>Ads</b>	-1 if the article is clearly sponsored by a company or organisation
	-2 if there are intrusive advertising banners or pop-ups
<b>Text</b>	-1 if there are spelling and grammatical errors or the appearance is unprofessional
	-2 if the text uses emotional language, hyperbole or sensationalist language
<b>Date</b>	-1 if there is no date on the article
	-2 if the information in the article is no longer relevant or current
<b>Author</b>	-1 if there is no identifiable author or the author is a pseudonym
<b>Interviews and opinions</b>	+2 if the article quotes sources and names them in the article
	+3 if the author and/or interviewee is qualified to speak with authority on the topic <b>or</b> more than one opinion is represented in the article
<b>Graphs and statistics</b>	+2 if the article refers to a study which is named and linked, or the study could be easily found
	+3 if the article accurately represents the results of a study, or graphs and statistics are clear and precise
<b>Ownership</b>	+3 if you can clearly find who owns the publication

Source A: Suggested scoring

Category	Points deducted	Comments/Reasoning
<b>Headlines</b>	-1 if the headline uses ALL CAPS or excessive punctuation	Whilst a little lengthy it is not excessively dramatic
	-2 if the headline promises secret information, outrage, surprise	
<b>Images</b>	-1 if there are stock/generic images with no captions	Images are related and specific to the article
	-2 if the images have been doctored or relate to a different issue or event	
<b>Ads</b>	-1 if the article is clearly sponsored by a company or organisation	-1 Article mentions that there is a link between Greenfield and the <i>Huffington Post</i> – possible bias? – only advertising is for other articles
	-2 if there are intrusive advertising banners or pop-ups	
<b>Text</b>	-1 if there are spelling and grammatical errors or the appearance is unprofessional	The only real emotional language used is in the quotes from Greenfield (more of a question of his trustworthiness than the articles?)
	-2 if the text uses emotional language, hyperbole or sensationalist language	
<b>Date</b>	-1 if there is no date on the article	Date given (though 2016)
	-2 if the information in the article is no longer relevant or current	
<b>Author</b>	-1 if there is no identifiable author or the author is a pseudonym	Author of article given
<b>Interviews and opinions</b>	+2 if the article quotes sources and names them in the article	Possible +3 due to Greenfield’s time spent on sustainable projects
	+3 if the author and/or interviewee is qualified to speak with authority on the topic <b>or</b> more than one opinion is represented in the article	
<b>Graphs and statistics</b>	+2 if the article refers to a study which is named and linked, or the study could be easily found	
	+1 if the article accurately represents the results of a study, or graphs and statistics are clear and precise	
<b>Ownership</b>	+3 if you can clearly find who owns the publication	Needs a little digging to find owners of the <i>Huffington Post</i>
<b>End game scoring</b>	<b>Starting points</b>	<b>15</b>
	<b>Total points deducted</b>	<b>-1</b>
	<b>Total points added</b>	<b>+2</b>
	<b>Total points</b>	<b>16–19</b>

Source B: Suggested scoring

Category	Points deducted	Comments/Reasoning
<b>Headlines</b>	-1 if the headline uses ALL CAPS or excessive punctuation	-2 All caps, dramatic, outrage
	-2 if the headline promises secret information, outrage, surprise	
<b>Images</b>	-1 if there are stock/generic images with no captions	-1 Stock images of forests used (possibly the world map has been doctored/taken out of context?)
	-2 if the images have been doctored or relate to a different issue or event	
<b>Ads</b>	-1 if the article is clearly sponsored by a company or organisation	-2 Intrusive ads and links to polls (especially if viewed in web version)
	-2 if there are intrusive advertising banners or pop-ups	
<b>Text</b>	-1 if there are spelling and grammatical errors or the appearance is unprofessional	-2 Emotional, hyperbole is used throughout (e.g. Why the Green New Deal would KILL the greening of the Earth, or, simply put: more carbon dioxide = more green plants)
	-2 if the text uses emotional language, hyperbole or sensationalist language	
<b>Date</b>	-1 if there is no date on the article	Date given
	-2 if the information in the article is no longer relevant or current	
<b>Author</b>	-1 if there is no identifiable author or the author is a pseudonym	
<b>Interviews and opinions</b>	+2 if the article quotes sources and names them in the article	Possible +3 due to number of links to experts and NASA but further research and cross-checking would need to be completed
	+3 if the author and/or interviewee is qualified to speak with authority on the topic or more than one opinion is represented in the article	
<b>Graphs and statistics</b>	+2 if the article refers to a study which is named and linked, or the study could be easily found	No specific NASA study is given to verify
	+3 if the article accurately represents the results of a study, or graphs and statistics are clear and precise	
<b>Ownership</b>	+3 if you can clearly find who owns the publication	Uncertain
<b>End game scoring</b>	<b>Starting points</b>	<b>15</b>
	<b>Total points deducted</b>	<b>-7</b>
	<b>Total points added</b>	<b>0</b>
	<b>Total points</b>	<b>8–11</b>

Source C: Suggested scoring

Category	Points deducted	Comments/Reasoning
<b>Headlines</b>	-1 if the headline uses ALL CAPS or excessive punctuation	Headline is clear and uses Sir David Attenborough's name to entice reader
	-2 if the headline promises secret information, outrage, surprise	
<b>Images</b>	-1 if there are stock/generic images with no captions	Images are related to the article and the content displayed. Possibly a stock image used in the case of the Greenland picture (Getty Images) – -1?
	-2 if the images have been doctored or relate to a different issue or event	
<b>Ads</b>	-1 if the article is clearly sponsored by a company or organisation	Only links given to other BBC services and articles (if viewing on the web version the video may display ads when viewed outside of the UK)
	-2 if there are intrusive advertising banners or pop-ups	
<b>Text</b>	-1 if there are spelling and grammatical errors or the appearance is unprofessional	
	-2 if the text uses emotional language, hyperbole or sensationalist language	
<b>Date</b>	-1 if there is no date on the article	Yes, date given
	-2 if the information in the article is no longer relevant or current	
<b>Author</b>	-1 if there is no identifiable author or the author is a pseudonym	Matt McGrath Environment correspondent
<b>Interviews and opinions</b>	+2 if the article quotes sources and names them in the article	+3 Interviewee and a number of experts in the field are quoted
	+3 if the author and/or interviewee is qualified to speak with authority on the topic <b>or</b> more than one opinion is represented in the article	
<b>Graphs and statistics</b>	+2 if the article refers to a study which is named and linked, or the study could be easily found	+3 Statistics are clear and precise and offered from organisations such as the Met Office
	+3 if the article accurately represents the results of a study, or graphs and statistics are clear and precise	
<b>Ownership</b>	+3 if you can clearly find who owns the publication	+3 BBC is publicly owned
<b>End game scoring</b>	<b>Starting points</b>	<b>15</b>
	<b>Total points deducted</b>	<b>0</b>
	<b>Total points added</b>	<b>9</b>
	<b>Total points</b>	<b>23–24</b>

Source D: Suggested scoring

Category	Points deducted	Comments/Reasoning
<b>Headlines</b>	-1 if the headline uses ALL CAPS or excessive punctuation	-1 Punctuation, exclamation mark, register
	-2 if the headline promises secret information, outrage, surprise	
<b>Images</b>	-1 if there are stock/generic images with no captions	
	-2 if the images have been doctored or relate to a different issue or event	
<b>Ads</b>	-1 if the article is clearly sponsored by a company or organisation	Only ads to other articles from this outlet
	-2 if there are intrusive advertising banners or pop-ups	
<b>Text</b>	-1 if there are spelling and grammatical errors or the appearance is unprofessional	-2 Somewhat low in register and aiming for an emotional response
	-2 if the text uses emotional language, hyperbole or sensationalist language	
<b>Date</b>	-1 if there is no date on the article	
	-2 if the information in the article is no longer relevant or current	
<b>Author</b>	-1 if there is no identifiable author or the author is a pseudonym	-1 No identifiable author
<b>Interviews and opinions</b>	+2 if the article quotes sources and names them in the article	Rockstar spokesperson cited
	+3 if the author and/or interviewee is qualified to speak with authority on the topic <b>or</b> more than one opinion is represented in the article	
<b>Graphs and statistics</b>	+2 if the article refers to a study which is named and linked, or the study could be easily found	
	+3 if the article accurately represents the results of a study, or graphs and statistics are clear and precise	
<b>Ownership</b>	+3 if you can clearly find who owns the publication	Note: American satirical digital media company and newspaper organisation that publishes articles on international, national and local news.
<b>End game scoring</b>	<b>Starting points</b>	<b>15</b>
	<b>Total points deducted</b>	<b>-4</b>
	<b>Total points added</b>	<b>0</b>
	<b>Total points</b>	<b>11</b>



09/26/2016 06:01 pm ET Updated Dec 07, 2016

# This Guy Is Wearing Every Piece Of Garbage He Generates For A Month

“My main focus is trying to educate and inspire people to make less trash.”



By [Sarah Ruiz-Grossman](#)

This guy’s outfit is totally trash-y!

Environmental activist Rob Greenfield is collecting every single piece of garbage he generates in a month – from his morning coffee cup to his grocery bag – and wearing it.

By walking down the street donning huge bags of trash, Greenfield’s goal is to get people to open their eyes to how much waste a person generates in daily life and how it harms the environment.

“My main focus is trying to educate and inspire people to make less trash” Greenfield told The Huffington Post. “Some people have zero idea. For them, once they toss something, it’s totally out of sight, out of mind. They don’t get the serious environmental problems it causes.”

On Monday, Greenfield, pictured right, was on day eight of the 30-day journey.

The average American generated around 4.4 pounds of trash per day in 2013, according to the U.S. Environmental Protection Agency. While some of the trash gets recycled or composted, most of it goes to landfills, where it decomposes, releasing greenhouse gases that contribute to climate change.

Greenfield, who is a contributor to Outspcak – which has a publishing partnership with the Huffington Post – is hoping to make more people aware of the problem of everyday waste, and ideally get some to change their ways.



Figure 1: Greenfield is looking pretty trashy on day eight of 30. DAMON DAHLEN HUFFINGTON POST



## Source A

“It’s not about going zero waste tomorrow,” Greenfield said. “It might just be that tomorrow you decide not to use plastic cups anymore, and carry your own reusable cup. That could be around 300 fewer cups tossed in a year... If all of us do small things, it adds up to a bigger change.”

Greenfield is partnering with filmmakers from Living On One film studio to document his project, called Trash Me. They will be posting videos of his progress on Facebook and YouTube through mid-October.

Greenfield wasn’t always this environmentally conscious. Five years ago, aged 25, he was a self-described “typical” guy working in advertising sales.

“I lived in a three-bedroom apartment, had a nice car that I shined every Sunday. I was very materialistic,” Greenfield said. “Then I started reading up on these issues, watching Netflix documentaries. I started making little changes – and here I am.”

Now Greenfield is a full-time environmental activist, living an almost zero-waste life. His previous projects have included going a year without showering to save water, and only having 111 possessions to live more sustainably.

“To exist for me costs about a couple hundred dollars a month,” Greenfield said. “For food, I often get it from grocery store dumpsters, which raises awareness about food waste. And for shelter, I’m mostly traveling for projects, so I stay with whichever project I’m helping out with.”

This month’s project will mark a departure from Greenfield’s usual waste-free lifestyle, as he will have to consume and toss garbage as a typical person would.

On the upside, the trash he’ll generate won’t go to a landfill, as he plans on keeping his garbage-filled suit for future public speaking appearances.

“My goal in life is to do things that get people to think about how their actions affect the world,” Greenfield said. “I would love people to transform their lives, to live out the things they believe in and are sharing on Facebook – and not just share it, but actually do it.”



Figure 2: DAMON DAHLEN HUFFINGTON POST

*This article was originally published online and a copy is made available here for educational purposes.*

# The Climate Change Alarmists are WRONG, NASA just declared carbon dioxide is GREENING the Earth, NOT killing it

May 7, 2019



**This Just 1 A Day Will Stop You From Gaining Fat  
Try It Free Today**

*Editor's Note: All of the sensationalist warnings about CO<sub>2</sub> emissions destroying the Earth are just about as accurate as another scapegoat the alarmists have been known to cite.*

In direct contradiction to the scare stories about carbon dioxide being relentlessly pushed by the climate change alarmists, a scientific study published in *Nature Climate Change* and highlighted by NASA reveals that rising carbon dioxide levels are having a tremendously positive impact on the re-greening of planet Earth over the last three decades, with some regions experiencing over a 50% increase in plant life.

The study, entitled, "Greening of the Earth and its drivers," used satellite data to track and map the expansion of green plant growth across the globe from 1982 – 2015. Published in 2016, this study found that rising atmospheric carbon dioxide causes "fertilization" of plant life, resulting in a remarkable acceleration of increased "greening" across every Earth continent. As the study abstract explains:

*We show a persistent and widespread increase of growing season integrated LAI (greening) over 25% to 50% of the global vegetated area... Factorial simulations with multiple global ecosystem models suggest that CO<sub>2</sub> fertilization effects explain 70% of the observed greening trend...*

In other words, **the planet is getting greener**, and we have rising CO<sub>2</sub> levels to thank for it, since rising CO<sub>2</sub> accounts for about 70% of the increase in planet-wide greening, according to scientists. The more CO<sub>2</sub> we release into the atmosphere, the more nutrients are available for plants, and the more rapidly the Earth is re-greened.

The following compilation map shows which land masses have experienced expanded greening since 1982. As the legend explains, the light green areas represent a 25% increase in green plants, and the dark green areas represent a 50% or greater increase:

## Source B

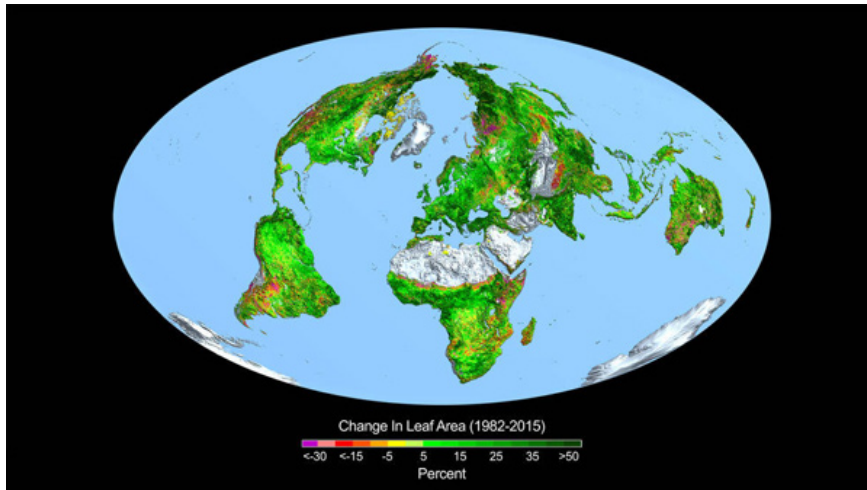


Image credit: Boston University / R. Myneni

In direct contradiction to the real science on the greening benefits of carbon dioxide, some politicians claim that carbon dioxide is a poisonous “pollutant” that will destroy the world. This view demonstrates the extreme dangers of those who are scientifically illiterate yet spout “science” as their justification for demanding radical interventions in atmospheric chemistry.

In truth, rising levels of carbon dioxide will cause the following beneficial effects on Earth:

- Reforestation due to Earth moving toward a warmer, wetter, more greenhouse-like environment
- Acceleration of food production among food crops
- An increase in the biodiversity of rainforests
- Increased rainfall across Earth’s continents
- The transformation of deserts into usable plains for grazing and agriculture
- The acceleration of the greening of the planet, which is already far greener than it was 50 years ago

There are virtually no politicians who recognize that carbon dioxide is the “miracle molecule” for plant life. “Green New Deal” proponents like Alexandria Ocasio-Cortez — who is scientifically and economically illiterate — think that carbon dioxide must be eliminated in order to save the planet. In fact, she warns that Earth only has 12 years to go before all life ceases to exist unless humans stop burning fossil fuels.

Not surprisingly, she has it all wrong: It’s the burning of fossil fuels that’s releasing beneficial CO<sub>2</sub> into the atmosphere, causing the global greening that NASA has already confirmed (see above). If humans stop burning fossil fuels, the result would decrease atmospheric CO<sub>2</sub>, resulting in **plants starving to death** from lack of CO<sub>2</sub>.

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### Climate change: Sir David Attenborough warns of ‘catastrophe’

By Matt McGrath Environment correspondent  
18 April 2019



Sir David Attenborough has issued his strongest statement yet on the threat posed to the world by climate change. In the BBC programme *Climate Change – The Facts*, the veteran broadcaster outlined the scale of the crisis facing the planet.

Sir David said we face “irreversible damage to the natural world and the collapse of our societies”. But there is still hope, he said, if dramatic action to limit the effects is taken over the next decade.

Sir David’s new programme laid out the science behind climate change, the impact it is having right now and the steps that can be taken to fight it. “In the 20 years since I first started talking about the impact of climate change on our world, conditions have changed far faster than I ever imagined,” Sir David stated in the film.

“It may sound frightening, but the scientific evidence is that if we have not taken dramatic action within the next decade, we could face irreversible damage to the natural world and the collapse of our societies.” Speaking to a range of scientists, the programme highlighted that temperatures are rising quickly, with the world now around 1C warmer than before the industrial revolution.

“There are dips and troughs and there are some years that are not as warm as other years,” said Dr Peter Stott from the Met Office. “But what we have seen is the steady and unremitting temperature trend. Twenty of the warmest years on record have all occurred in the last 22 years.”

The programme showed dramatic scenes of people escaping from wildfires in the US, as a father and son narrowly escape with their lives when they drive into an inferno. Scientists say that the dry conditions that make wildfires so deadly are increasing as the planet heats up.

Some of the other impacts highlighted by scientists are irreversible.



Figure 1: Greenland is losing ice five times as fast as it was 25 years ago

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“In the last year we’ve had a global assessment of ice losses from Antarctica and Greenland and they tell us that things are worse than we’d expected,” said Prof Andrew Shepherd from the University of Leeds.

“The Greenland ice sheet is melting, it’s lost four trillion tonnes of ice and it’s losing five times as much ice today as it was 25 years ago.” These losses are driving up sea levels around the world. The programme highlights the threat posed by rising waters to people living on the Isle de Jean Charles in Louisiana, forcing them from their homes.

“In the US, Louisiana is on the front line of this climate crisis. It’s losing land at one of the fastest rates on the planet – at the rate of a football field every 45 minutes,” said Colette Pichon Battle, a director of the Gulf Coast Center for Law & Policy.



*Figure 2: Image copyright Julie Dermansky*

*Image caption: People are moving from parts of Louisiana in the US as a result of rising waters*

“The impact on families is going to be something I don’t think we could ever prepare for.”

Sir David’s concern over the impacts of climate change has become a major focus for the naturalist in recent years.

This has also been a theme of his *Our Planet* series on Netflix. His new BBC programme has a strong emphasis on hope. Sir David argues that if dramatic action is taken over the next decade then the world can keep temperatures from rising more than 1.5C this century. This would limit the scale of the damage.

“We are running out of time, but there is still hope,” said Sir David.

“I believe that if we better understand the threat we face the more likely it is we can avoid such a catastrophic future.”

The programme said that rapid progress is being made in renewable energy, with wind now as cheap as fossil fuels in many cases. It shows how technologies to remove and bury carbon dioxide under the ground are now becoming more viable.

But politicians will need to act decisively and rapidly.

“This is the brave political decision that needs to be taken,” said Chris Stark from the UK’s Committee on Climate Change.

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Figure 3: Image copyright Getty Images

Image caption: Teenage campaigner Greta Thunberg has helped spark school strikes all over the world

“Do we incur a small but not insignificant cost now, or do we wait and see the need to adapt? The economics are really clear on this, the costs of action are dwarfed by the costs of inaction.”

The programme also highlights the rising generation of young people who are deeply concerned about what’s happening to the planet.

Swedish teenager Greta Thunberg explained that things can change quickly, despite the scale of the challenge on climate change.

“The first day I sat all alone,” she said, speaking of her decision to go on strike from school and sit outside the Swedish parliament to highlight the climate crisis.

“But on the second day, people started joining me... I wouldn’t have imagined in my wildest dreams that this would have happened so fast.

“Change is coming whether you like it or not.”

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<https://www.bbc.com/news/science-environment-47976184>

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# Eco-Win! Rockstar Announces That For Every Mile Driven In ‘Grand Theft Auto Online’ They’ll Plant A Tree In-Game

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*Grand Theft Auto Online* has seen its fair share of pain and controversy over the years, but Rockstar has once again cemented their status as industry leaders by finally tackling one of its biggest issues with an all new eco-friendly feature: to help offset the city’s carbon emissions, the game’s developers will plant an in-game tree for every mile you drive.

“Rockstar has always been committed to the sustainability of our in-game world, and that’s why we’re launching all-new features like planting a tree for every mile driven, adding solar panels to the roofs of fast-food restaurants, and turning the Tongva Valley into an official wilderness preserve,” Rockstar spokesperson Michael DeVine told OGN, explaining that the development team went to great lengths to ensure the state of San Andreas scales back its environmental footprint, whether that means prioritizing carpooling or even holding green funerals.

It sure is refreshing to see a company that truly values protecting the environment!

“We wanted our players to have a clean conscience as they hijack and rob their way across the city, and that means tackling climate change in a big way,” said DeVine, noting that Rockstar was attempting to make amends for spending years putting millions of gas-guzzling cars on the streets of Los Santos. “So, we’ll be planting hundreds of thousands of trees in just the first few months, which will not just reduce carbon levels but also fight the air pollution and soil erosion that is such a threat to San Andreas.”

“Within the next five years, we hope to ensure that *Grand Theft Auto Online* will be completely carbon neutral,” he added.

Rockstar declined to comment on whether they were considering introducing a citywide economic mobilization in the vein of the Green New Deal, but given their excellent track record, it doesn’t seem too outside the realm of possibility!

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