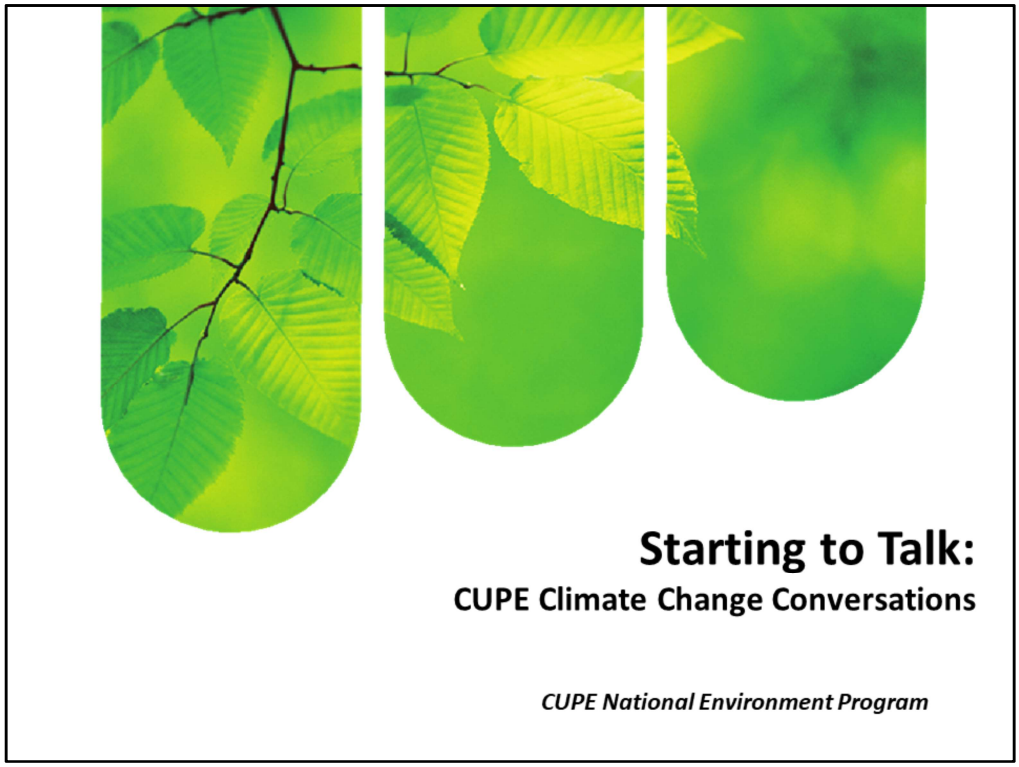
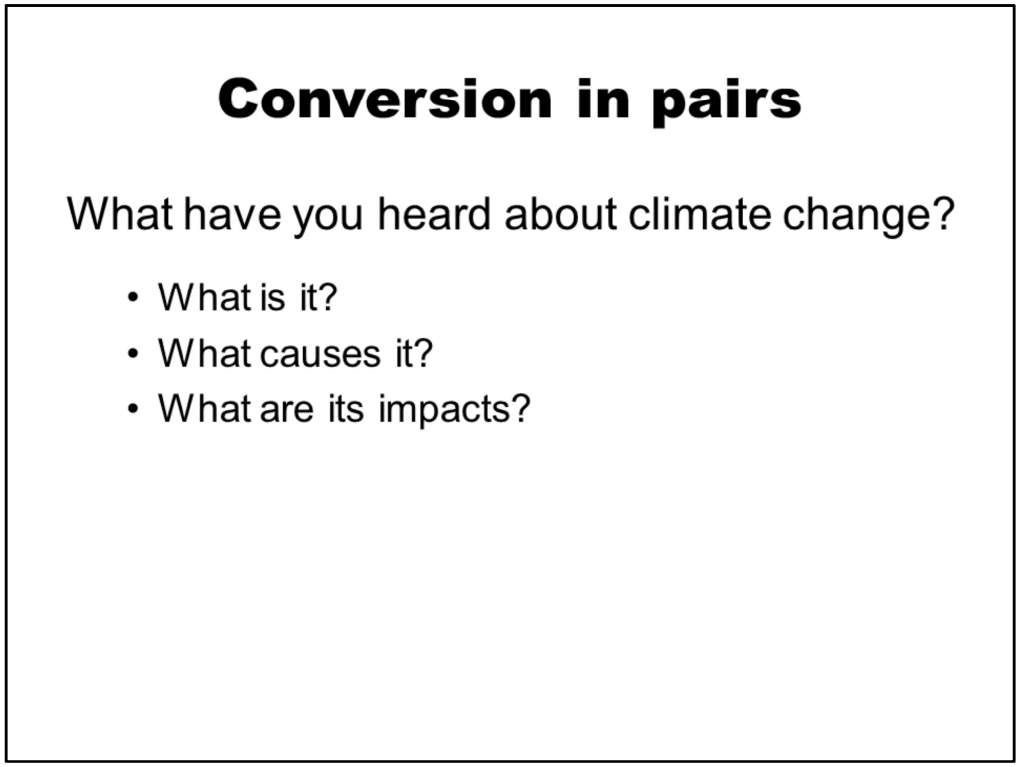


- Welcome to our conversation about climate change.
- "Starting to Talk: CUPE Climate Change Conversations" is produced by CUPE's National environment program, with input from CUPE's National Environment Committee.



Say:

We will begin by getting to know each other and sharing what we know about climate change.

Do:

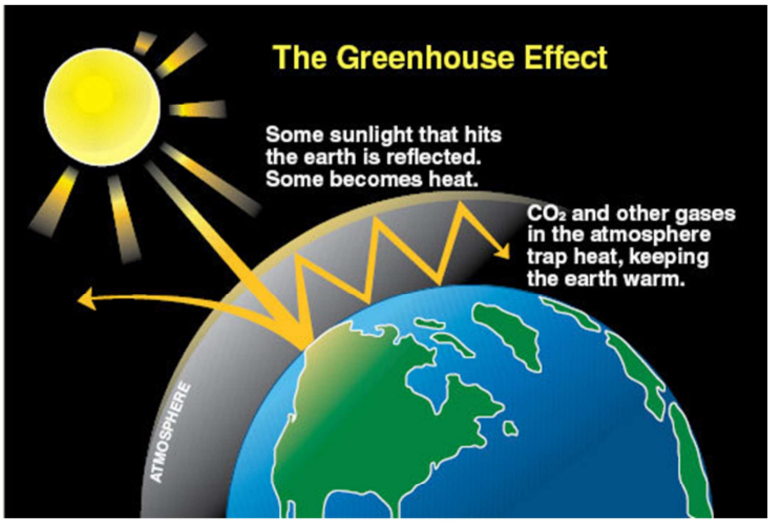
Ask participants to:

- form pairs
- introduce themselves to each other
- discuss the above question for 5 minutes

After 5 minutes, ask the group to report on a few of their answers.

Write down the key concepts on a white board or flip chart.

The Earth is getting warmer



Say:

Here is the simple science of climate change.

Carbon dioxide (CO2) and other greenhouse gases trap heat in the atmosphere and warm the planet.

Wait to show this slide.

Ask: Where do greenhouse gases come from?

Do:

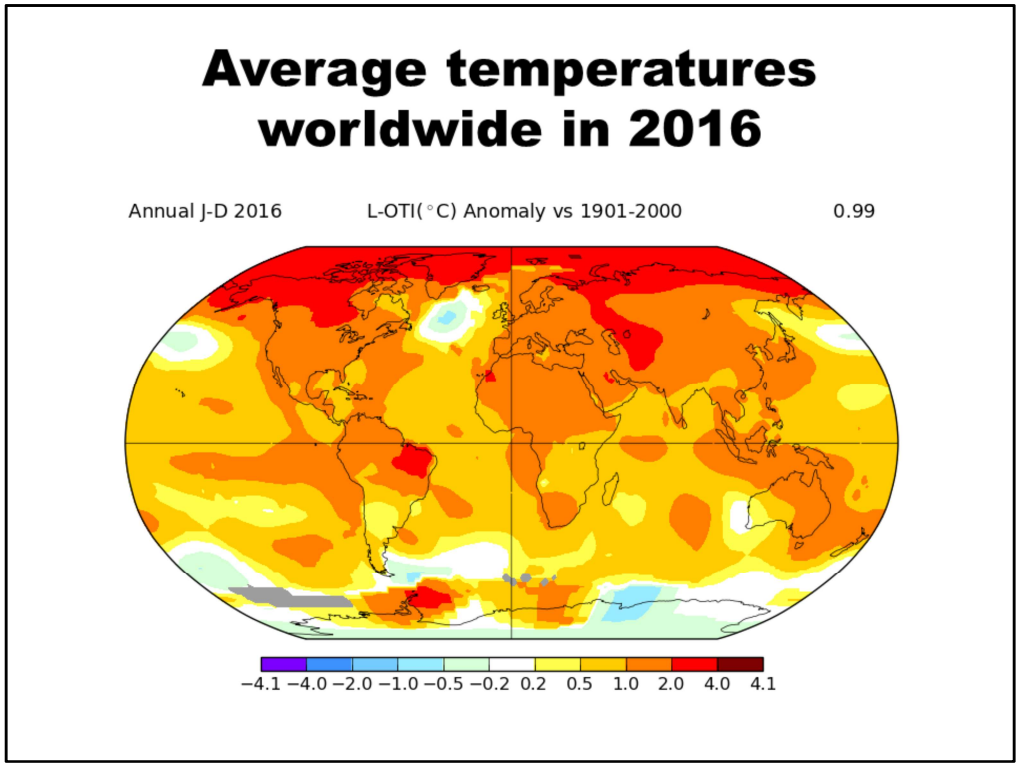
- First, take a few answers from the group.
- Next, show this slide.
- Help make links between what the participants said and this photo.

Say:

Let's take a minute and think about our work, our jobs, and how that work might be represented in these sources of greenhouse gases.

Do:

As an example, make a link between your (the presenter's) own job and the greenhouse gas emissions produced.



Say:

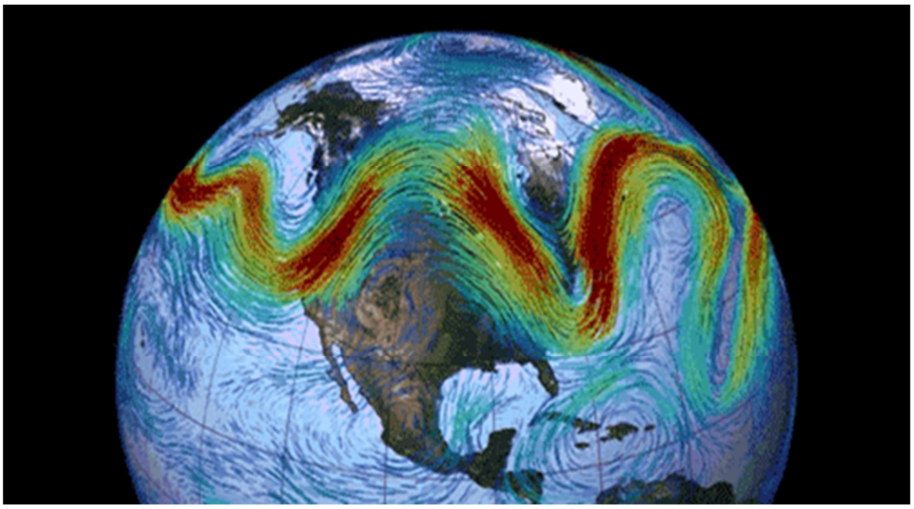
Greenhouse gas trapped in the atmosphere are warming the planet.

How have global temperatures changed? Let's have a look.

This map shows 2016 global temperature averages, as compared to the 20th century average. The Arctic was about 3.2° C above average, vs. 1° C above average temperature at the Equator in 2016. The Arctic is heating up even faster than the rest of the planet.

On average, the earth is getting warmer. But it is not getting warmer equally. This image shows how widespread higher temperatures are globally in an average year.

One impact of the heating of the earth



Say:

There are many impacts of this warming on the earth. One of the major impacts is on the jet streams.

Ask:

Have you heard about the jet stream? Can someone tell us something about it?

Add if not mentioned:

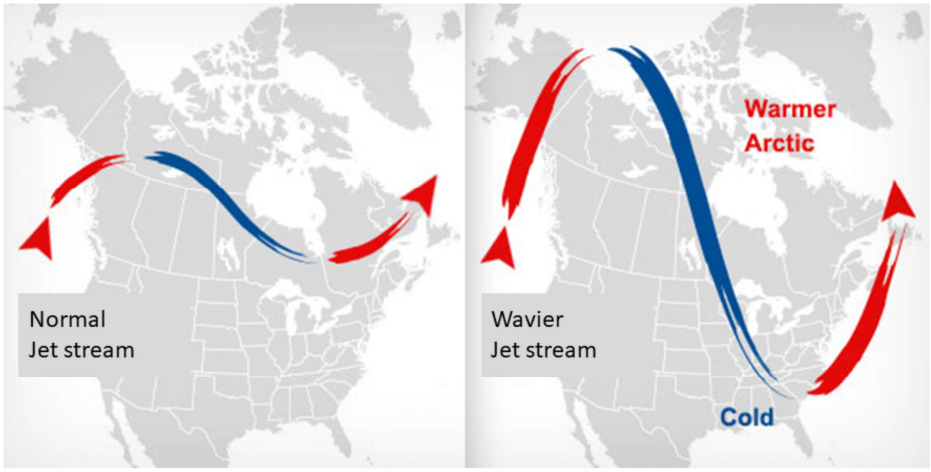
✓ Jet streams are the dominant air currents in the atmosphere.
✓ The main jet stream in our part of the world moves from west to east.
✓ The major jet streams are north and south of the equator.

Say:

- Because of climate change, the jet streams weaken and move more slowly.
- Precipitation and drought can get stuck in place longer without a strong jet stream.

"The normal gentle curve of the jet stream is forced into becoming steeper and slower, causing hot or cold weather to "stick" for longer periods than normal."

New Scientist



Say:

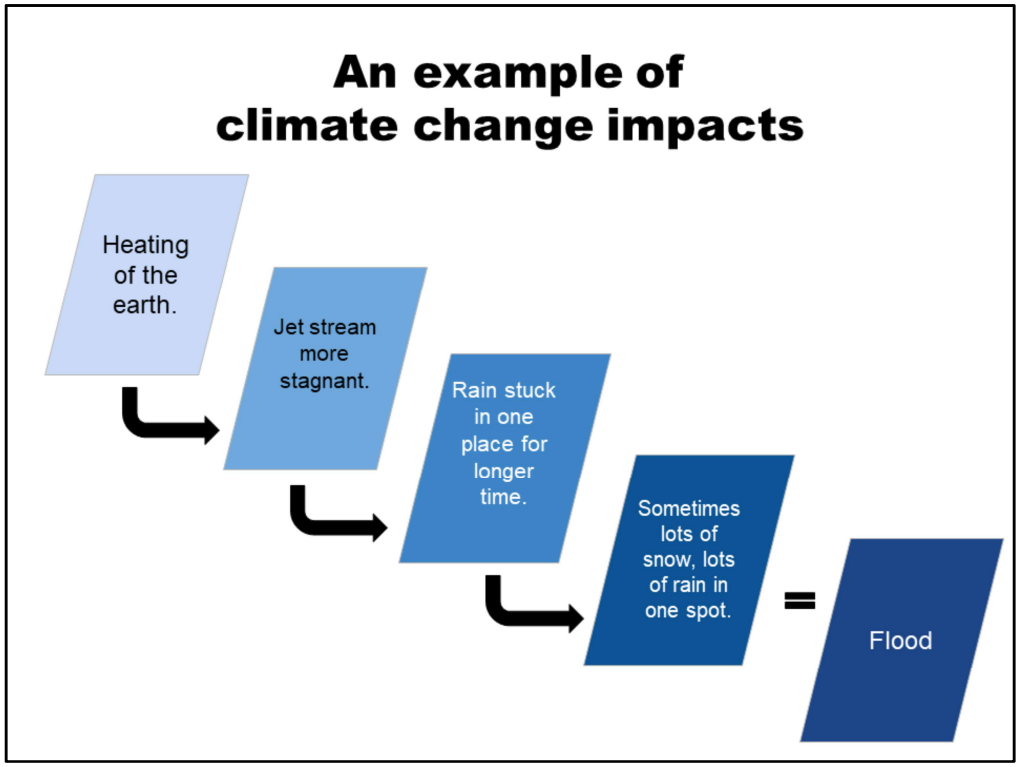
Let's look at what drives jet stream activity.

The Northern Hemisphere jet stream normally flows in a wavy pattern from west to east, driven by the rotation of the Earth and the difference in temperature between the equator and the North Pole. The flow is stronger when that temperature difference is large.

But when the Arctic warms up faster than the equator does, the jet stream's flow can become weakened, stretched and wavier. That's when you can get weather extremes.

The jet stream can slow down, and weather systems are stuck for longer in the same place. Weather systems can't move on until this jet stream pattern finally breaks down. This is why we see prolonged and extreme weather, such as:

- heat waves as regions are trapped under hot, humid, oppressive air masses for days at a time
- drought and wildfires because of bone-dry flows of air being locked into place for weeks, months or longer
- flooding from periods of continuous rainfall, causing rivers and streams to overflow their banks



As you bring up the slide, each click will bring up one box at a time.

Say: Here is an example of what can occur with climate change.

Do: Click through as you read each box.

Calgary, June 22nd 2013

Calgary in June 2013

Say:

- This is what climate change looks like.
- The Calgary flood, in 2013, was caused by rapid snow melt and heavy rain. It devastated Calgary and other parts of Alberta.
- Flooding caused $1.7 billion in damages.
- CUPE members were on the front lines responding to this situation and cleaning up after the flood.

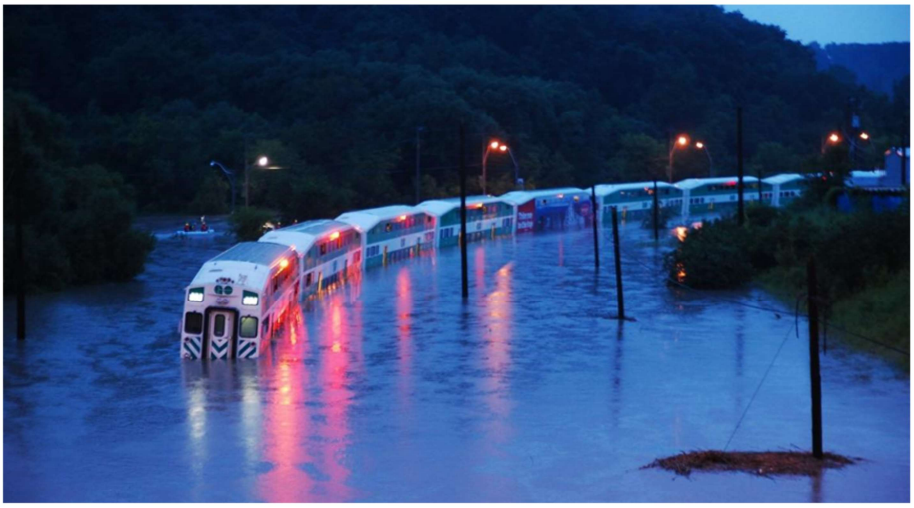
Alberta flood

Alberta, CUPE member's photo

Say:

- This photo was taken by a CUPE member who was called in from another municipality to help clean up a community devastated by the Alberta flood.

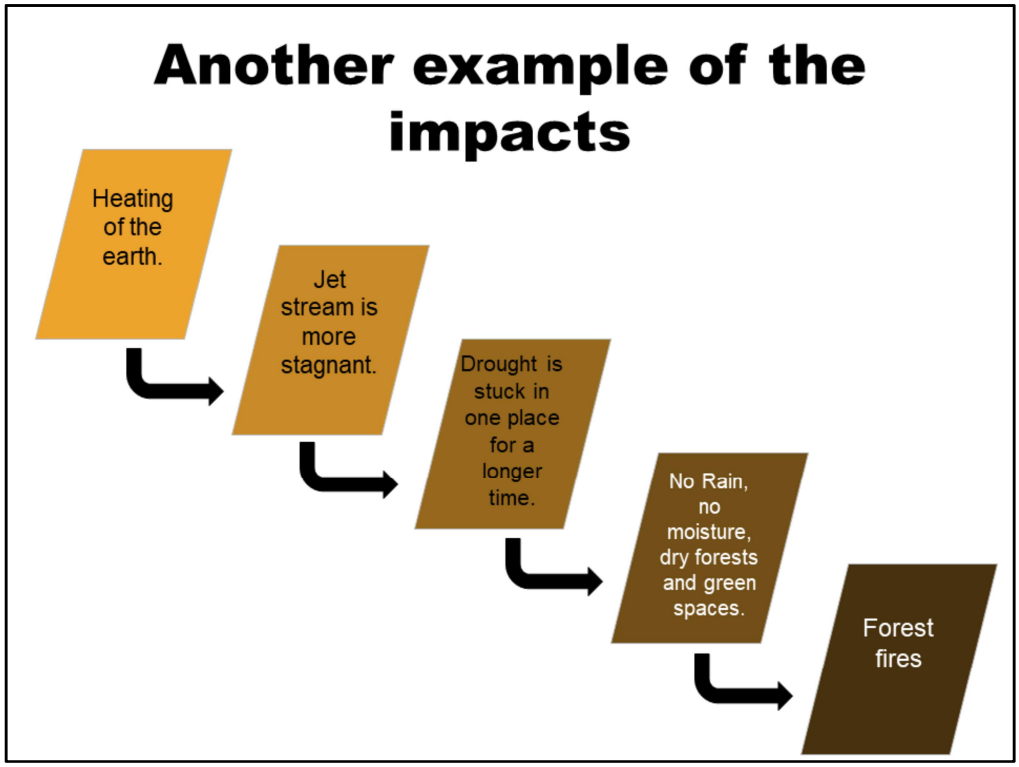
Toronto, July 8th 2013



Toronto

Say:

- In July 2013, Toronto was hit by severe rain and flooding.
- It caused $850 million in damages and is Ontario's most expensive disaster.
- 126 millimetres of rain fell in just a few hours, which is about a month's worth of rain in one storm.
- We hear this sort of statistic a lot recently ("a month's worth of rain in one event"), such as in Houston in August 2017 and Ottawa in October 2017.



As you bring up the slide, each click will bring up one box at a time.

Say: Here is an example of what can occur with climate change.

Do: Click through as you read each box.

British Columbia, summer 2017

Say:

This is a recent example: massive forest fires in British Columbia, which affected CUPE members, their work and their families.

Conversation in pairs

Discussion question:

What effects linked to climate change have you seen where you live and work?

Say:

Let's get back in pairs to discuss this question.

Do:

After 3-4 minutes, take a few answers from the group.
Summarize the participants' observations about the impacts of climate change.

Let’s remember where greenhouse gases come from…

Say:

Let’s remember this slide.
Greenhouse gases are causing the earth to warm up. Greenhouse gases are emitted from many human sources.

Say:

Let's look at a simple example (one food item) to see where and how it can be linked to greenhouse gases that cause climate change.

- Where does your food come from? Is it from industrial agriculture? Are fertilizers being used?
- Where is it shipped from? Is it using plane and truck transportation?
- What packaging does it come in? Where is the packaging made? Where is it coming from? Where will it end up?

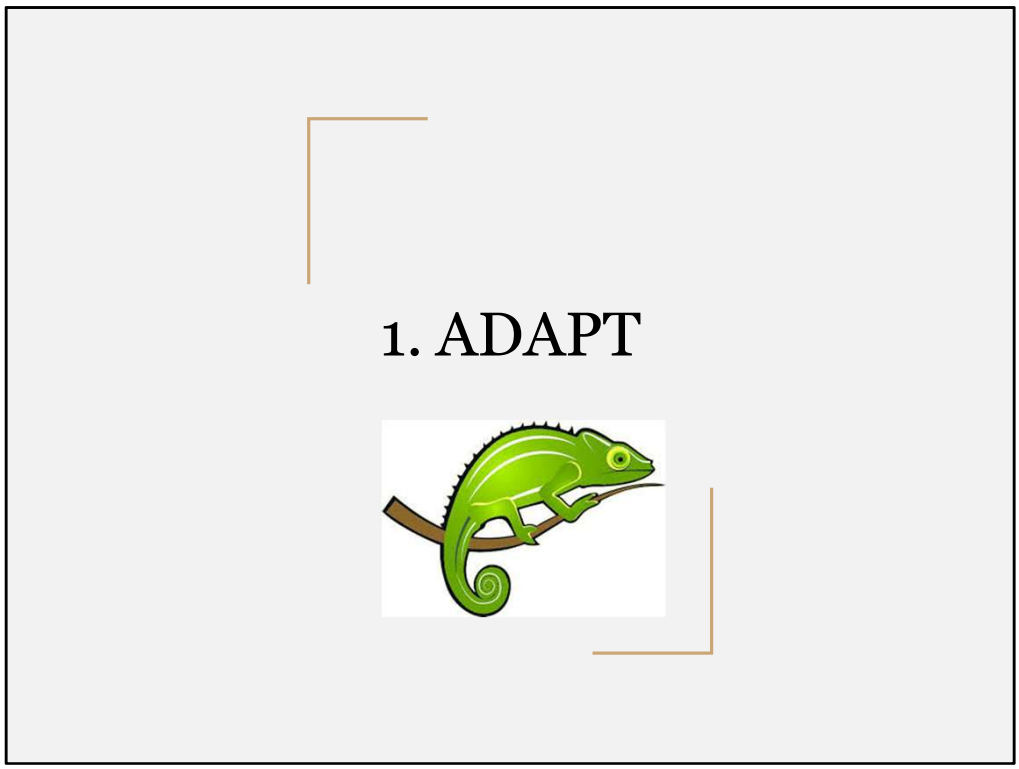
One food item can have greenhouse gas emissions from several sources.

Say:

If we look at the food we eat, these are potential ideas on how we could either adapt the food so it's more sustainable or change completely how we produce and eat food.

Adapting: it still remains a take-out burger, but it's producing less greenhouse gases. It's keeping the model but making it better for the environment.

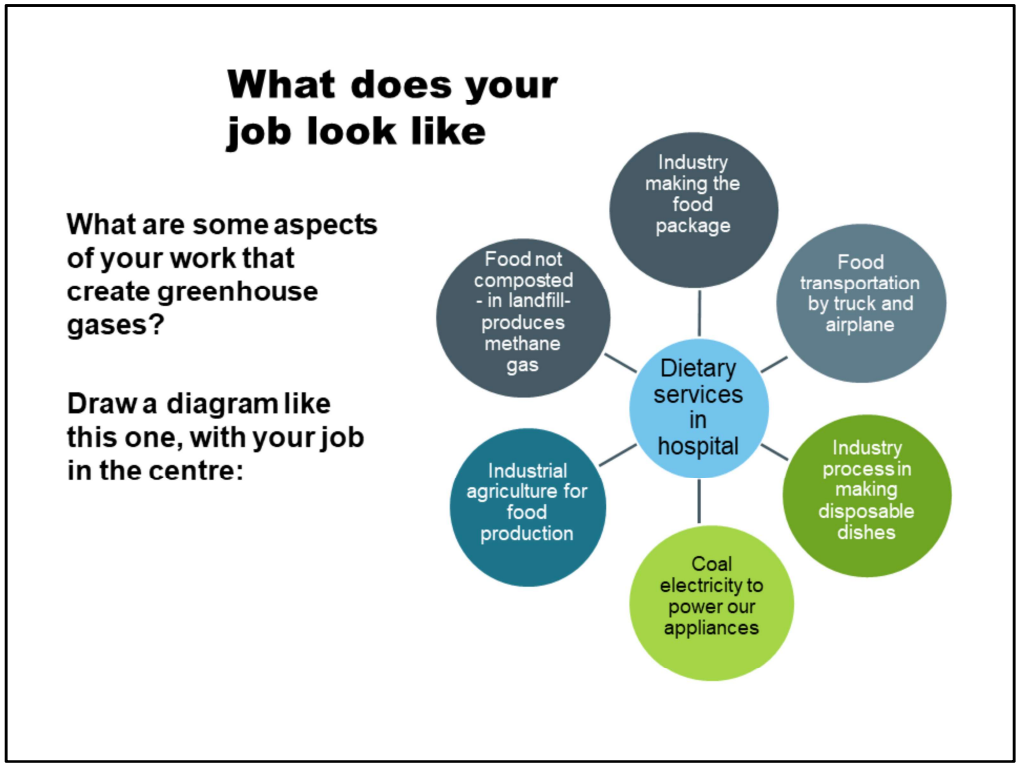
Changing: It's not a take out burger anymore, it's a whole new way of seeing food. It's about rethinking our model of food production and consumption to reduce greenhouse gases to a minimum.



Say:

Let’s move from food to our work.

We will first look at how we can adapt our work to make it more sustainable.



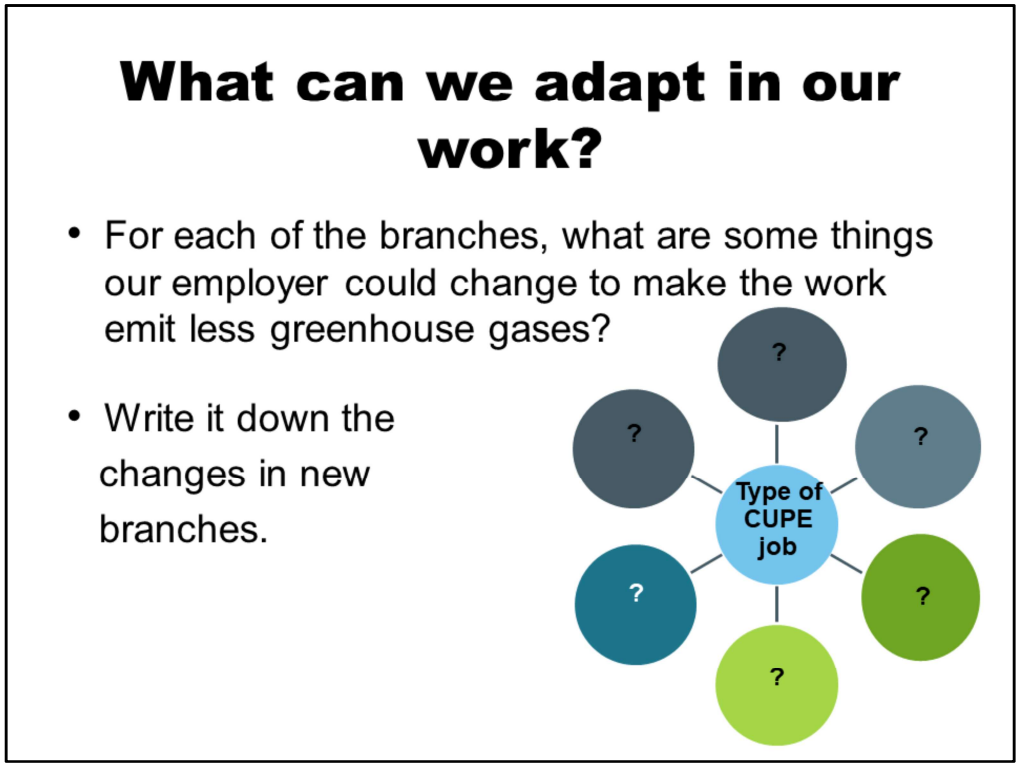
Say:

In the centre is a type of work.
The branches to the outer circles look at examples of work practices and factors that impact the climate through greenhouse gas emissions.

Do:

If people have question about the exercise, you can use examples of other jobs:

- ✓ city solid waste collection – is there composting collection? Recycling? What fuel are our trucks running on?
- ✓ school custodian – what products are being used, where they produced? where are the wastes going?
- ✓ laundry – what laundry detergent is used? Where is it produced? Are more disposables being used instead of cloth in hospitals?



Do:

Read the slide.
Demonstrate using the following example:

Say:

Using the example of dietary services, we could make these changes to cut greenhouse gases:

- Replace disposable cutlery and dishes with real cutlery and dishes (it could also create new dishwashing jobs).
- Buy from local farmers to reduce transportation emissions by truck and airplanes.
- Produce more food in-house with workplace gardens. Buy in bulk and cook fresh.
- Push for energy efficient fridges and freezers.
- Compost all food and use the material in your workplace garden.

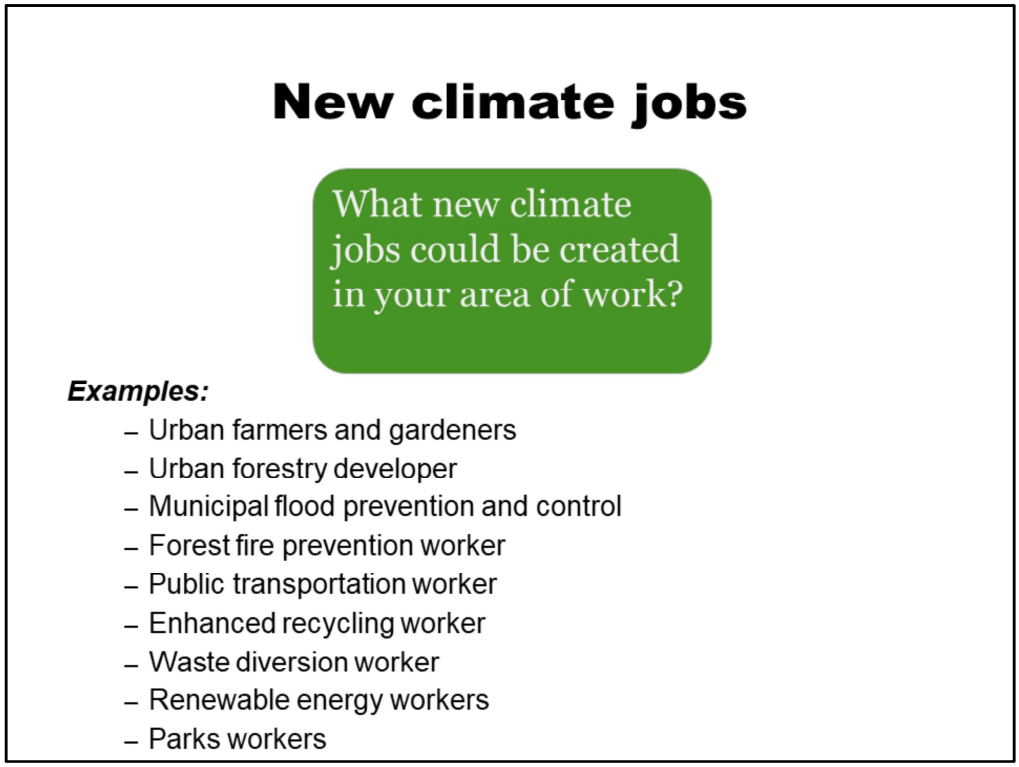
Say:

Take 5 minutes to work with a partner on ideas for another type of CUPE job.

Do:

After 5 minutes, take a few answers.

2. CREATE/ NEW



Say:

Think of your area of work. What new jobs do you think could be created in responding to climate change?

Do:

Take a few answers. Then click again to make the examples appear.

Say:

These are just a few examples of new jobs that could be created. These jobs are already appearing around the world, as we rethink how we do things in order to cut greenhouse gases. We call those new types of jobs “Climate Jobs”.

Political Union Activism

CUPE leadership on climate change: Charles Fleury at UN negotiations, December 2015.

CUPE leadership

Say:

- CUPE believes that the environment is a workers' issue.
- CUPE leaders speak out often on climate change.
- Here Brother Charles Fleury is in Paris at the United Nations Climate Summit promoting CUPE's ideas.

CUPE climate rally, November 2015

Activism

Say:

- Our action and activism for the environment is what will create change.
- CUPE members support action on climate change.
- We need to mobilize and intensify our actions.

CUPE activists rally for climate jobs, November 2015.

Activists

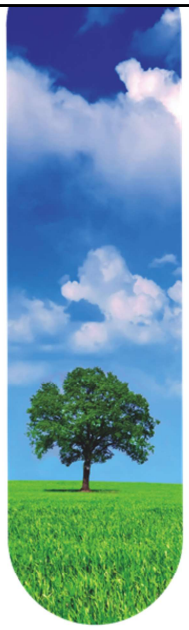
Say:

Here are more CUPE activists calling for climate jobs in Canada.

Green workplace actions

Say:

- CUPE members can make changes where they work.
- Here are some areas that we can consider *(read actions from the slide).*
- The best thing to do to start is to talk to your colleagues and union comrades about climate change.
- CUPE National also has tools (on environment committees, environmental workplace audits, green bargaining and other resources) you can use to green your workplace.



CUPE'S National Environmental Policy

- Supports public forms of renewable energy.
- Calls on governments and industry to cut greenhouse gases.
- Promotes greener work practices.
- Supports new job growth to adapt to the impacts of climate change.
- Commits CUPE as an organization to cut its greenhouse gases to help slow climate change.

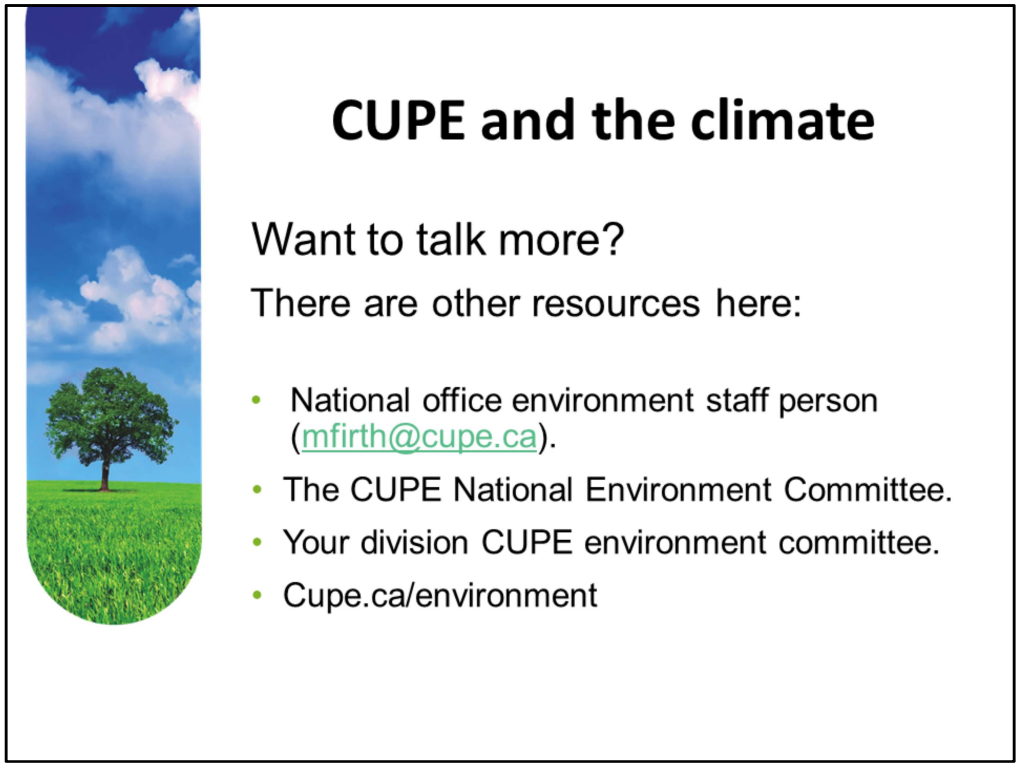
Say:

CUPE has a national environment policy that describes our main priorities on climate change.

Do:

Read out each points of the policy one by one and add information to what is on the slides using these notes:

- Supports public forms of renewable energy.
- Calls on governments and industry to cut greenhouse gases and limit planetary warming to no more than 1.5^{o}C.
- Promotes greener work practices to help cut greenhouse gases.
- Supports new job growth to adapt to the impacts of climate change.
- Commits CUPE as an organization to cut its greenhouse gases to help slow climate change. Here CUPE can reduce air travel; reduce office waste (recycle more, cut print and swag materials); conserve energy/turn OFF unused equipment; encourage greener work commuting options (walking, biking, public transportation, electric vehicles); buy locally (food, office materials) and other steps.



CUPE and the climate

Say:

- You can find more information (read final slide).
- Thank you!

:md/cope 491