
REDUCING URBAN HEAT IN YOUR COMMUNITY**Lesson Objective:**

1. Students will identify ways to reduce urban heat and the impact it has on human health and the environment.
2. Students will investigate how members of their community are address urban heat impacts.

Materials Needed:

- Access to videos or other resources to conduct research
 - Permission to interview local officials and decision-makers OR Coordinate a presentation (in-person or virtually) with a decision maker
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Name: _____

Cities worldwide are taking action against rising heat in their communities. What is happening in your community? In this lesson you will:

- ✓ research what are some of the projects other cities have adopted to reduce urban heat impacts.
- ✓ identify who are the decision-makers that can make change to policies and practices to combat rising urban heat.
- ✓ consider new ideas to be considered in your local area or even on your schoolyard to reduce urban heat island effect.

1. Do some research on your own and complete the questions that follow.

- Watch the following videos for helpful insight.
 - Chicago Fights Extreme Urban Heat With Greener Ideas, PBS News Hour
<https://www.youtube.com/watch?v=ukGN4PyeNoU> (10:30 minutes)
 - (Trees) See How Texas Trees Foundation and Alliance Data are working to reverse Dallas' Rising Temps (Dallas Urban Heat Island Mitigation Study):
<https://www.texastrees.org/projects/dallas-urban-heat-island-mitigation-study/> (4:11 minutes)
 - You may search other sources for information

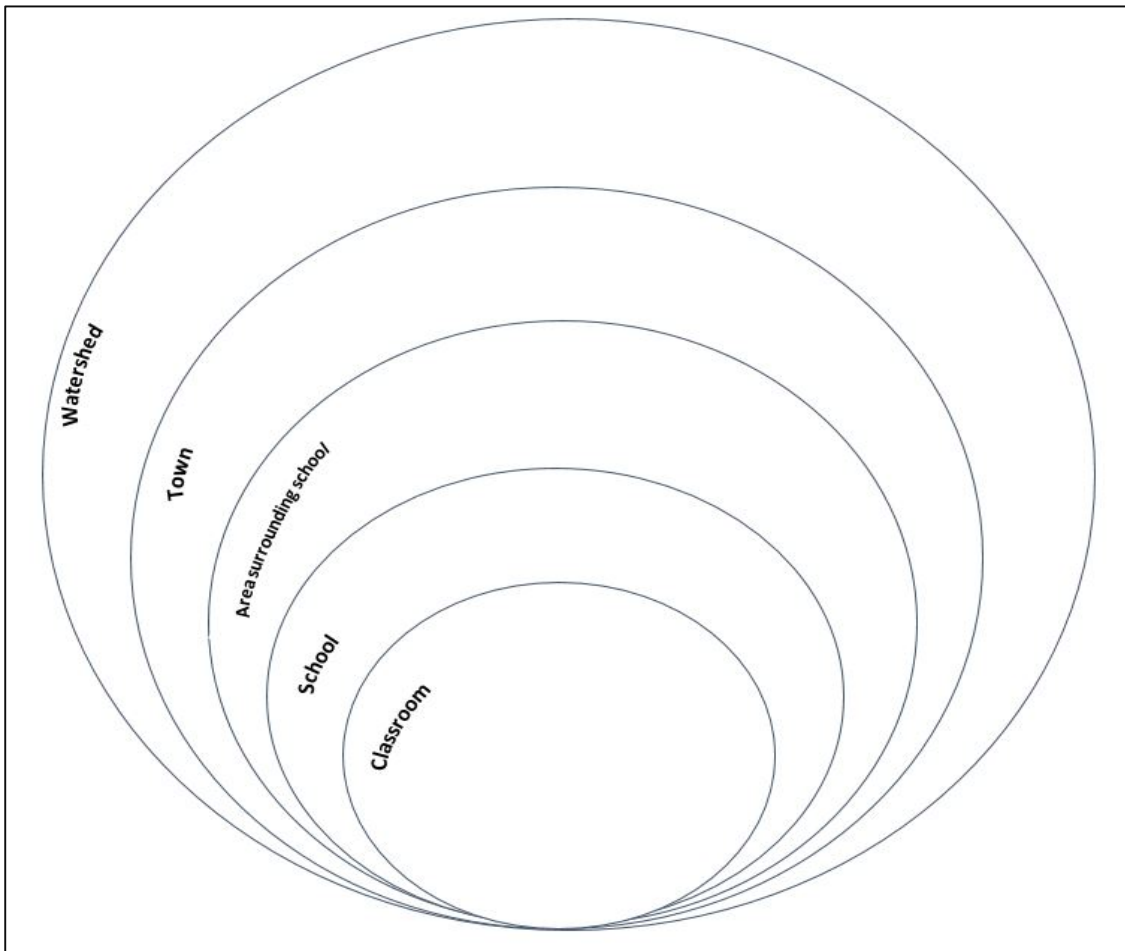
REFLECTION LESSON For distance learning



- List two things that other cities are doing to reduce temperatures in their communities, and describe how these actions reduce urban heat impacts.

- What are two benefits of installing a “green roof” on a building? What is one challenge of installing a “green roof”?

2. Who are the people that make decisions to make change in your community? (List their names or positions in the image below depending on their area of influence.)



3. Contact and interview one of the local decision-maker you listed above. Ask questions to gather essential information *Remember 5Ws - who, what, where, when, why & how. Example questions:*

- Where are urban heat impacts most felt in your local community?
- What projects, policies, and/or activities are happening reduce the impacts of rising urban heat to local community's human health and environment?
- Who else might be concerned about rising heat from urban development?
- Develop your own questions:

Write a short report of the results of your interview. *Option: Provide a presentation to your group, teacher, parent, or guardian about your findings.*



4. In a group or on your own, brainstorm local urban heat issue in your community:

Consider this: *Root causes are generally policies or practices that cause an issue.*

A. Root Causes of our urban heat issues <i>(policies or practices causing an issue)</i>	B. Research and list an idea to change a policy or practice to improve the issue	C. Who in our various communities could help or be influential in making this idea happen? How will we discuss the issue with them?

Optional Research and Action Projects:

- *Conduct an energy audit of your school or home, comparing usage between seasons.*
- *Present finding of your research to community leaders or other decision makers*
- *Host a panel of decision makers (or a single person) to discuss the issue of rising heat, solutions, and challenges.*
- *Devise other activities to be the change you want to see.*