

Teacher Guide

Newspaper-based activities to use with the Newspaper in Education publication **It's Hot Out There**.



IT'S HOT OUT THERE

Preventing heat illness among outdoor workers

- Heat and health risks in Florida...Page 3
- Information for workers...Pages 4-5
- Information for employers...Pages 6-7
- Information for teachers...Pages 8-9
- How to recognize and treat heat-related illness...Pages 10-11
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About Newspaper in Education (NIE)

The Tampa Bay Times Newspaper in Education program (NIE) is a cooperative effort between schools and the Times Publishing Co. to encourage the use of newspapers in print and electronic form as educational resources – a “living textbook.”

NIE serves educators, students and families by providing schools with class sets of the Pulitzer Prize-winning Tampa Bay Times plus award-winning original educational publications, teacher guides, lesson plans, educator workshops and many more resources – all at no cost to schools, teachers or families.

For more information about NIE, visit tampabay.com/nie, call 727-893-8138 or email ordernie@tampabay.com. Follow us on X at [X.com/TBTimesNIE](https://x.com/TBTimesNIE). Find us on Facebook at facebook.com/TBTNIE.

NIE is a member of Florida Press Educational Services (FPES), a 501(c)(3) nonprofit organization of Florida newspaper professionals whose mission is to promote reading and critical thinking, particularly for young people. For more information about FPES, visit fpesnie.org.

Newspapers as primary sources

“Working with primary sources builds a wide range of student skills, from reading complex texts to assessing the credibility of sources to conducting research.”

- Library of Congress

The newspaper is both a primary and secondary source. Primary sources are the raw materials of history – original documents and objects that were created at the time under study. Secondary sources are accounts that retell, analyze or interpret events, usually at a distance of time or place ([Library of Congress](#)).

Newspapers as informational text

The newspaper is an excellent source of informational text. Reading and interpreting informational text is a fundamental component of the Florida’s [B.E.S.T. Standards for English/Language Arts](#). Informational text is nonfiction text whose primary purpose is to inform the reader about the natural or social world. Informational text employs a variety of structures to assist the reader in finding information quickly and efficiently. These can include a table of contents, an index, bold or italicized text, glossaries for specialized vocabulary, embedded definitions for specialized vocabulary, realistic illustrations of photos, captions and other labels, and graphs and charts.

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Using It's Hot Out There and the newspaper to teach health & physical education

Students at risk

Similar to outdoor workers, children and young people who spend a lot of time outdoors – such as student athletes – are at increased risk of heat illness.

According to a [database](#) compiled by the Louisville Courier Journal newspaper as part of their 2023 [Safer Sidelines](#) investigative reporting series, at least 173 high school athletes have died of heat stroke in the United States in the last 100 years. At least nine of those student deaths were in Florida.

In 2020, Florida passed the [Zachary Martin Act](#) requiring school districts to establish heat safety procedures around high school sports competitions, practices and workouts. The law is named after Zachary Martin Polsenberg, a 16-year-old Fort Myers football player who died of heat stroke after a summer workout in 2017.

Since Polsenberg's death, at least three more Florida student athletes have died from heat: 14-year-old Tampa football player Hezekiah Walters (2019), 16-year-old Inverness football player Antonio Elijah Hicks (2021) and 18-year-old Port St. Joe football player Chance Gainer (2024).

The Florida Standards for middle and high school require that students understand the causes and dangers of heat illnesses.

Benchmark#	Description	Idea/Standard	Subject	Grade	Body Of Knowledge/ Strand	Direct Link
PE.6.C.2.22	List the three different types of heat illnesses associated with fluid loss.	Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.	Physical Education	6	Cognitive Abilities	Click Here
PE.912.C.2.8	Differentiate between the three different types of heat illnesses associated with fluid loss.	Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.	Physical Education	912	Cognitive Abilities	Click Here

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Using It's Hot Out There and the newspaper to teach science

Florida is extremely vulnerable to the effects of climate change because of its subtropical climate, low elevation and nearly 8,500 miles of coastline.

Residents are already seeing the effects of climate change in Florida in the form of more frequent, longer lasting and more intense heat waves.

- Temperatures in Florida have risen more than 2 degrees Fahrenheit since the beginning of the 20th century, and the rate of temperature rise is increasing.
- The number of extreme heat days – days at or above 95 degrees Fahrenheit – is increasing.
- The number of very warm nights – when nighttime temperatures stay above 75 degrees Fahrenheit – is also increasing, especially in the last two decades.

In 2023, the cities of Tampa, St. Petersburg, Plant City, Lakeland, Venice and Sarasota recorded their hottest years on record.

These trends are projected to continue and intensify. Florida is expected to see higher average temperatures and humidity levels, up to 50 more extreme heat days per year, up to 100 additional very warm nights per year and more frequent, longer lasting and more intense heat waves.

The Florida Standards for middle and high school require that students understand the causes and effects of climate change.

Benchmark#	Description	Idea/Standard	Subject	Grade	Body Of Knowledge/ Strand	Direct Link
SC.912.L.17.4	Describe changes in ecosystems resulting from seasonal variations, climate change and succession.	Interdependence	Science	912	Life Science	Click Here
SC.912.E.7.7	Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change.	Earth Systems and Patterns	Science	912	Earth and Space Science	Click Here
SC.912.E.7.9	Cite evidence that the ocean has had a significant influence on climate change by absorbing, storing, and moving heat, carbon, and water.	Earth Systems and Patterns	Science	912	Earth and Space Science	Click Here

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Activities: Heat illness

Skit: Recognizing and treating heat illness

As a class, review the heat illness symptoms and first aid on pages 10-11 of the Newspaper in Education publication It's Hot Out There. Next, work in small groups to write a skit depicting someone experiencing a heat illness and other people coming to his or her aid. You will present the skit to the class and submit your written script to the teacher. Students can use the ReadWriteThink Story Elements Web to help plan their skit ([Appendix 1](#)).

- All members of the group should have parts in the skit.
- The skit should have a clear beginning, middle and end.
- A copy of the Tampa Bay Times (or a printout of the e-Newspaper) must be used as a prop.

Have each group perform their skit for the class. After each skit, the class should guess which heat illness is shown.

Source: ReadWriteThink.org, [Developing Story Structure With Paper-Bag Skits](#)

Florida Standards: PE.6.C.2.2; PE.6.C.2.21; PE.6.C.2.22; PE.912.C.2.8; PE.612.R.5.2; PE.612.R.5.3; PE.612.R.5.4; PE.612.R.5.5; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.2; SC.6.E.7.6; SC.6.E.7.8; HE.612.R.2.2; HE.612.R.4.1; HE.612.R.4.2; HE.612.CEH.1.2; HE.612.CEH.3.1; HE.612.CEH.4.1; HE.612.CEH.4.2; HE.612.PHC.2.2; HE.612.PHC.3.1

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Creating a PSA

Public Service Announcements, or PSAs, are advertisements that try to “sell” a behavior or idea, instead of selling a specific product. The most effective PSAs have a powerful message that sticks with the viewer, sometimes becoming part of society’s collective psyche.

PSAs can take the form of print advertisements in newspapers or magazines; video or audio spots for TV, radio or the internet; social media advertisements; and “out-of-home” advertising such as bus shelters, bus sides and interiors, and billboards.

Show or pass around examples of print PSAs from [Appendix 2](#). In addition, have students look through the Tampa Bay Times for examples of PSAs.

As a class, watch the following video PSAs:

- Partnership for a Drug-Free America: [This Is Your Brain...This Is Your Brain On Drugs](#) (30 seconds)
- Partnership for a Drug-Free America: [Frying Pan \(1997\)](#) (30 seconds)
- Truth Initiative: [Focus on the Positive](#) (2 minutes)

As a class, listen to the following audio PSAs:

- CTIA/National Safety Council: [On the Road, Off the Phone](#) (1 minute)
- National Association of Broadcasters: [Coronavirus](#) (30 seconds)
- National Highway Traffic Safety Administration: [Buzzed Driving is Drunk Driving](#) (multiple spots)
- Feeding America: [Ending Hunger](#) (multiple spots)

As a class, discuss these questions:

1. What is the message behind each PSA?
2. What behavior or habit is each PSA seeking to change?
3. Who is the intended audience of each PSA?
4. Are the PSAs effective in making viewers rethink and/or change their behavior?

Working in small groups, have students design a PSA on heat safety for students. Groups can choose to create a print PSA or video or audio script. As a class, discuss which PSA the students think would be the most persuasive and why.

Sources: Scholastic, [Public Service Announcement Lesson Plan](#); University of Rochester, *Medicines and Me - Extension Activity 3: Public Service Announcements*

For more PSA examples, visit the Ad Council’s [Browse Campaigns](#) page.

For more background information on how to create PSAs, see the Center for Community Health and Development at the University of Kansas Community Tool Box: [Preparing Public Service Announcements](#)

Florida Standards: PE.6.C.2.2; PE.612.R.5.2; PE.612.R.5.3; PE.612.R.5.4; PE.612.R.5.5; ELA.612.EE.1.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.C.5.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.V.1.1; HE.612.R.2.1; HE.612.R.2.2; HE.612.R.2.3; HE.612.R.3.2; HE.612.CEH.1.2; HE.612.CEH.2.4; HE.612.CEH.3.1; HE.612.CEH.4.1; HE.612.CEH.4.2; HE.612.CH.2.1

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Analyzing editorials and opinion articles

Most newspapers have an editorial and opinion section. These articles do not report news; instead, they express opinions and ideas about current events.

- *Editorials* are written by a member or members of the editorial staff of a newspaper and express the opinion of the newspaper.
- *Opinion articles*, sometimes called op-eds, express the opinion or idea of only the person or people writing the article.

Read the following editorials and opinion articles in [Appendix 3](#). For each article, fill out the NewseumED Here's What We Think Worksheet ([Appendix 4](#)).

- Louisville Courier Journal: "Schools must require AEDs and cold tubs on sports sidelines" (April 25, 2023).
- Los Angeles Times: "Heat waves can be disasters. Let's treat them as such." (July 9, 2024)
- Orlando Sentinel: "Killer heat claims too many lives" (June 18, 2023)

As a class, discuss your findings.

Source: NewseumED, [Here's What We Think: Editorials and Opinion Articles](#)

Florida Standards: PE.6.C.2.2; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.V.1.3; HE.612.R.1.3; HE.612.R.2.2; HE.612.R.2.3; HE.612.R.2.8; HE.612.R.4.1; HE.612.CEH.1.1; HE.612.CEH.1.2; HE.612.CEH.2.1; HE.612.CEH.2.2; HE.612.CH.3.1

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Write an opinion article

Read the July 14, 2024, Tampa Bay Times article “Temperatures are rising. Can youth sports keep up” ([Appendix 5](#)).

Do you think that student activities such as band, camps and league sports should be required to follow the same heat safety procedures as high school sports competitions, practices and workouts? Why or why not?

Write an opinion article expressing your viewpoint. Use the opinion articles in the Tampa Bay Times or at tampabay.com/opinion as models for your article.

- Begin with an objective statement/introduction of the issue or controversy.
- State and discuss the opposing viewpoint.
- Refute the opposing viewpoint.
- State your position and reasoning. Use facts and details.
- Offer a realistic solution.
- Conclude concisely.

Source: NewseumED, [Here’s What We Think: Editorials and Opinion Articles](#)

Florida Standards: PE.612.R.5.2; PE.612.R.5.3; PE.612.R.5.4; PE.612.R.5.5; ELA.612.EE.1.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.C.5.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.V.1.1; HE.612.R.2.2; HE.612.R.2.3; HE.612.R.4.1; HE.612.R.4.3; HE.612.CEH.1.2; HE.612.CEH.2.1; HE.612.CEH.4.1

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Letter to the editor

A letter to the editor of a newspaper is a letter addressed to the editor and meant for publication in the paper. It is a way for individuals to share their opinions on current events and issues with both the editorial staff and the readership of the paper.

In 2021, Miami-Dade County created the world’s first Chief Heat Officer (CHO) position. The CHO is responsible for helping to protect residents from heat and humidity and making the county more resilient to extreme heat worsened by climate change.

In March 2024, Arizona became the first state to appoint a [statewide heat officer](#). The U.S. cities of [Phoenix](#) and [Los Angeles](#) also have heat officers, as do [Melbourne, Australia](#), [Santiago, Chile](#), [Dhaka, Bangladesh](#), [Freetown, Sierra Leone](#) and [Athens, Greece](#).

Read the following Tampa Bay Times articles ([Appendix 6](#)):

- “Miami’s Chief Heat Officer stays cool.” (Aug. 21, 2023)
- “Arizona’s health department names physician as its first heat officer.” (March 7, 2024)

Should the state of Florida have a heat officer? Why or why not? Brainstorm this idea with your classmates.

Next, write a letter to the editor advocating for or against this idea. Use the letters to the editor in the Tampa Bay Times or at tampabay.com/opinion as models for your letter. Your purpose in this letter is to state your opinion and support it with evidence. Your letter should include:

- A salutation (“Dear Editor:”).
- The date, article title and author of the article that you are responding to.
- An introductory statement (a topic sentence) clearly stating the main point you are going to make.
- One or two facts, examples or evidence to support that point.
- A concluding sentence, which gives a call to action or a statement of how this issue will affect others.
- A signature block with your name, date and city, and any credentials that make you a credible source on this topic.

Extension activity: Have students pair up and exchange and read one another's draft letters. After reading the drafts, have students fill out the ReadWriteThink Letter to the Editor Peer Review Questions ([Appendix 7](#)) to provide feedback. After students have shared and received feedback, have students revise their drafts based on the feedback that they have received.

Extension activity: Submit your letter to the Tampa Bay Times at tampabay.com/opinion/submit-letter.

Sources: The New York Times in the Composition Classroom, [Letter to the Editor](#); ReadWriteThink.org, [Persuading an Audience: Writing Effective Letters to the Editor](#);

Florida Standards: PE.6.C.2.2; PE.612.R.5.2; PE.612.R.5.3; PE.612.R.5.4; ELA.612.EE.1.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.C.5.1; ELA.612.C.1.5; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.V.1.1; SC.912.P.10.4; HE.612.R.2.2; HE.612.R.2.3; HE.612.R.3.1; HE.612.R.3.4; HE.612.CEH.1.2; HE.612.CEH.4.1; HE.612.CEH.4.2; HE.612.CH.2.1

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Activities: Urban heat islands

Urban heat islands and health

An urban heat island is a phenomenon that is best described when a city experiences much warmer temperatures than in nearby rural areas. The sun's heat and light reach the city and the country in the same way. The difference in temperature between urban and less-developed rural areas has to do with how well the surfaces in each environment absorb and hold heat.

Heat islands form as grass, trees and farmland are replaced by sidewalks, streets, parking lots and buildings made of materials such as cement, asphalt, brick and steel. These surfaces absorb, rather than reflect, the sun's heat, causing surface temperatures and near-surface air temperatures to rise near these surfaces. Removing trees and vegetation also minimizes the natural cooling effects of shading and evaporation of water from soil and leaves.

More than half of the world's population lives in urban areas. These urban residents face an increased frequency of extreme heat episodes resulting from the combined effects of urban heat islands and increased temperatures due to climate change.

Watch the PBS video "Extreme Heat: Milwaukee, WI" at pbswisconsineducation.org/climate-wi-story/extreme-heat (3 minutes).

As you watch, jot down your answers to the following questions:

1. How does Elijah describe the impact of extreme heat on neighborhoods? How would you describe it for your neighborhood?
2. Who is most vulnerable to the effects of heat waves and extreme heat? Why?
3. What are some ways to get relief from extreme heat? Which ones are easier to access? Which ones are more difficult to access? Why?

As a class, discuss your answers.

Extension activity: Newspaper blackout poetry

A blackout poem is created by blacking out most of the words on a newspaper page to form a poem with the words and phrases left. Many examples of blackout poetry can be found at newspaperblackout.com.

Think about how extreme heat has affected you, your family or your community. Using a print copy or a pdf of the Tampa Bay Times, scan the text for words or phrases that capture how you and those around you felt. Then, black out the surrounding words to create your own poem about your experiences with extreme climate conditions. How do your experiences compare with Elijah's? As a class, share your writing and see if there are shared experiences.

Sources: NASA; NewspaperBlackout.com; PBS Wisconsin Education, [Extreme Heat: Milwaukee, WI](#)

Florida Standards: PE.612.R.5.2; PE.612.R.5.3; PE.612.R.5.4; ELA.612.EE.1.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.C.5.1; ELA.612.C.1.5; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.V.1.1; SC.6.E.7.1; SC.7.E.6.7; SC.7.P.11.4; SC.912.E.7.9; SC.912.P.10.4; SC.912.L.17.18; SC.912.L.17.20; HE.612.R.1.3; HE.612.R.2.1; HE.612.R.2.2; HE.612.R.3.1

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Using NASA data to explore the heat island effect

The Landsat program is a series of Earth-observing satellite missions jointly managed by NASA and the U.S. Geological Survey. In this activity, students will analyze Landsat mapped images of Atlanta, Georgia to explore the relationship between surface temperature and vegetation.

Review the Landsat mapped image showing vegetation of the Atlanta, Georgia region on May 1, 2018, in [Appendix 8](#). Select a quadrant to analyze in the image and write down your answers the following questions:

1. Where do you find the largest and the smallest values in your quadrant?
2. What kinds of environments may exist in an urban environment like Atlanta that would include areas of more or less vegetation?
3. Using the vegetation map, make predictions about where you would likely find the hottest and coolest temperatures in the Atlanta metro area.

Next, review the Landsat mapped image showing surface temperatures of the Atlanta, Georgia region on May 1, 2018, in [Appendix 8](#). Analyze the same quadrant as with the previous map and write down your answers the following questions:

1. Are your predictions correct? Why or why not?
2. What patterns do you observe?
3. What are the tradeoffs to urban development?

As a class, discuss your findings.

Extension activity: Read the Atlanta Journal Constitution article “Summer forecast: It’s hot and getting hotter” (June 21, 2024) in [Appendix 9](#). How does the article support or contradict the predictions you made above? Research what you can do to reduce heat islands using internet sites such as the Environmental Protection Agency (epa.gov/heatislands/what-you-can-do-reduce-heat-islands). As a class, discuss what the city of Atlanta could do to reduce the heat island effect. Write an editorial or opinion article based on your ideas.

Source: NASA, [Creation of Urban Heat Islands Story Map](#)

Florida Standards: ELA.612.EE.1.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.C.5.1; ELA.612.C.1.5; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.V.1.1; SC.912.E.6.6; SC.912.L.14.6; SC.912.L.17.12; SC.912.L.17.13; SC.912.L.17.16; SC.912.L.17.18; SC.912.L.17.20; SC.912.L.18.12; SS.6.G.1.2; SS.8.A.1.2; SS.912.G.6.1; HE.612.R.4.1; HE.612.R.4.3; HE.612.CEH.2.4

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Interpreting and creating graphs and charts

In this series of activities, students will interpret a graph of surface temperatures taken from city districts and other types of communities and a line graph that shows how the surface temperature and air temperature values change over the course of 24 hours.

Review the Urban Heat Island Profile graph in [Appendix 10](#). Then, answer the following questions:

1. What is the highest temperature in Celsius on the graph?
2. What is the highest temperature in Fahrenheit on the graph?
3. Identify which community (rural, suburban, urban) has the highest surface temperatures and explain why.
4. Identify which community (rural, suburban, urban) has the lowest surface temperatures and explain why.
5. What kind of community do you live in? Describe the surface temperature of your neighborhood by comparing it with other parts of your community.

Next, review the line graph of surface temperature and air temperature throughout the day in [Appendix 10](#). Then, answer the following questions:

1. Describe what the dashed and solid lines represent in the line graph.
2. Describe the X Axis and what it represents.
3. Describe the Y Axis and what it represents.
4. Analyze the line graphs and answer the following questions.
 - a. What do you see? Identify any trends and differences you see in the graph. Pay special attention to the trends in surface and air temperature at each time of day as well as the difference in surface temperature between day and night.
 - b. Describe the differences between city and rural areas.
 - c. Explain why these differences might occur.

Extension activity: Students will create their own graph using data from the Tampa Bay Times weather page. Create a chart with five columns. For a period of a week or a month, use the Tampa Bay Times weather page to record each day's temperature data (see example weather page in [Appendix 11](#)):

- High temperature
- Normal high temperature
- Record high temperature
- Low temperature
- Normal low temperature
- Record low temperature

Use the data in your chart to create a line graph showing the above values over time. What do you see? Identify any trend and differences you see in the graph. Why do you think these trends or differences might occur?

Source: NASA, [Interpreting a Graph of Surface Temperature of Urban Areas](#) and [Surface and Air Temperatures Throughout the Day](#)

Florida Standards: ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.V.1.3; SS.8.A.1.2; SS.912.A.1.4; MA.912.C.4.5; SC.6.E.7.8

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Activities: Climate change

Climate change vocabulary

“Jargon” is defined as “special words or expressions that are used by a particular profession or group and are difficult for others to understand.” For example, the fields of law, medicine and sports are full of jargon. Environmental lessons also are filled with jargon.

Use a print or online dictionary and a search engine to define the vocabulary words and phrases related to climate change on the C-SPAN Climate Change Vocabulary Chart ([Appendix 12](#)).

While you read *It’s Hot Out There*, be sure to highlight or circle words you don’t know. Try to figure out the words’ meanings by looking for clues in the sentences around them. Write down your best guess, and then look up the words in a dictionary.

As a group activity, make a list of the words your classmates identified and see which ones stumped the class. Next, use these words for a news scavenger hunt and see if you can find these words in the Tampa Bay Times. The group that finds the most words wins the game.

Florida Standards: ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3

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Analyzing editorial cartoons

Newspaper editorial cartoons are graphic expressions of their creator's ideas and opinions.

Editorial cartoons differ from comic strips. Editorial cartoons appear on the newspaper's editorial or front page, not on the comics page. Editorial cartoons are sometimes referred to as political cartoons, because they often deal with political issues.

Like written editorials, editorial cartoons have an educational purpose. They are intended to make readers think about current political issues, and can provide a window into history by showing us what people were thinking and talking about at a given time and place.

Use the guiding questions below to analyze the editorial cartoons about climate change in [Appendix 13](#).

OBSERVE: Identify and note details

Write down your answers to the following questions:

- Describe what you see.
- What do you notice first?
- What people and objects are shown?
- What, if any, words do you see?
- What do you see that looks different than it would in a photograph?
- What do you see that might refer to another work of art or literature?
- What do you see that might be a symbol?
- What other details can you see?

Share what you have learned with your class.

REFLECT: Generate and test hypotheses

Write down your answers to the following questions:

- What's happening in this cartoon?
- What was happening when this cartoon was made?
- Who do you think was the audience for this cartoon?
- What issue do you think this cartoon is about?
- What do you think the cartoonist's opinion on this issue is?
- What methods does the cartoonist use to persuade the audience?

Share what you have learned with your class.

QUESTION: What didn't you learn that you would like to know about?

Write down your answers to the following questions:

- What do you wonder about...
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?
- What more do you want to know, and how can you find out?

Share what you have learned with your class.

Extension activity: Identifying persuasive techniques

Cartoonists use a variety of techniques, such as symbolism, exaggeration, labeling, analogy and irony, to communicate ideas and opinions with readers.

Use the chart in [Appendix 14](#), adapted from the Library of Congress, to identify the persuasive techniques used in the editorial cartoons you analyzed.

Once you've identified the persuasive techniques that the cartoonist used, answer these questions:

- What issue is this editorial cartoon about?
- What do you think is the cartoonist's opinion on this issue?
- What other opinion can you imagine another person having on this issue?
- Did you find this cartoon persuasive? Why or why not?
- What other techniques could the cartoonist have used to make this cartoon more persuasive?

Share what you have learned with your class.

Sources: [Library of Congress, Analyzing Political Cartoons Teachers Guide](#)

Florida Standards: ELA.612.EE.1.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.C.5.1; ELA.612.C.1.5; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.V.1.1; SS.8.A.1.2; SS.912.A.1.4

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Wildfires

Watch the short videos and read the summaries of the two following Front Page Talking Points:

- Code Red: Extensive U.S. air pollution from wildfires in Canada are sign of a global shift (June 12, 2023) (1 minute): nieonline.com/tbtimes/frontpage.cfm?lessondate=20230612
- Another intense wildfire season California is linked to climate change, experts say (Sept. 16, 2024) (2 minutes): nieonline.com/tbtimes/frontpage.cfm?lessondate=20240916

Next, read the article “The Battle Against Wildfires” in [Appendix 15](#) or at upfront.scholastic.com/pages/promotion/mail/101022/the-battle-against-wildfires.html.

Answer the following questions, citing evidence from the above texts and videos:

1. How has climate change resulted in an increase in wildfires? What else has contributed to the problem?
2. What is the federal government doing to address the wildfire problem?
3. How might Prisha Shroff’s solution help address the problem?
4. How do prescribed burns help reduce the severity of future wildfires?

Extension activity:

According to the USDA Forest Service’s [Wildfire Risk to Communities](#) website, Florida has a high risk of wildfire – higher than 80 percent of the other states in the U.S. Thousands of acres of wildland and many homes are destroyed by fire every year in Florida, according to the Florida Division of Emergency Management.

Go to wildfirerisk.org/explore and search for your city or town, county or state to view interactive charts and maps about that area’s wildfire risk.

1. What is the wildfire likelihood (the probability of wildfire burning in any given year)?
2. Who are the potentially vulnerable populations (people who may experience difficulty preparing for and responding to wildfire)?

Scroll down to the “Identify your most relevant actions” section of the webpage. What are some actions that different groups can take to reduce wildfire risk?

Write an article summarizing the actions that one group can take. Use the “inverted pyramid” format (see the ReadWriteThink Newspaper Story Format worksheet in [Appendix 16](#)) and be sure to include the 5 W’s and H. Use the articles in the Tampa Bay Times as models for your article.

Sources: NIEonline.com; ReadWriteThink.org, [Creating a Classroom Newspaper](#); Scholastic, Lesson Plan: [The Battle Against Wildfires](#)

Florida Standards: ELA.612.EE.1.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1;
ELA.612.F.2.1; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1;
ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.C.5.1; ELA.612.C.1.5; ELA.612.R.2.2;
ELA.612.R.2.3; ELA.612.V.1.1; HE.612.R.1.3; HE.612.R.2.2; HE.612.R.2.3; HE.612.R.4.1;
HE.612.CEH.1.2; HE.612.CEH.2.3

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Ocean warming

Watch the short videos and read the summaries of the two following Front Page Talking Points:

- Colorful ocean coral is bleached white around the world for the second time in 10 years, causing alarm (May 13, 2024) (4 minutes):
nieonline.com/tbtimes/frontpage.cfm?lessondate=20240513
- Polar bear sightings surge in small Canadian town due to lack of sea ice (Dec. 4, 2023) (4 minutes): nieonline.com/tbtimes/videooftheweek.cfm?id=690

As a class, discuss the following questions:

1. How is climate change endangering coral reefs?
2. How is climate change endangering polar bears?
3. Do you think climate change is endangering other animals on land and in the sea?
4. How could these changes impact the food chain?
5. Could these changes make it much harder to feed the world's rapidly increasing human population?

Sources: NIEonline.com

Florida Standards: SC.912.E.7.9; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.V.1.3; HE.612.CEH.2.3; HE.612.R.1.3; HE.612.R.2.2

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Your climate story

As a class, think about the unique characteristics of the place where you live. This can be your neighborhood, city, county, state or region. Discuss the following ideas:

- What are the physical characteristics of your community?
- What are the religious, political and socio-economic characteristics of your community?
- How do these factors help to define the place that you call home?

Working with partners or in small groups, have students explore one of the following discussion prompts:

- Research and identify one or two climate or human-caused environmental impacts that are occurring in your neighborhood, city, county, state or region.
- Research the effects that these environmental changes are having at the local level.

Ask students to reflect on their findings and to think about how they have been affected by any of the impacts they researched.

Next, have students work individually to write a short audio script that communicates one of these impacts from a personal storytelling perspective. Since the student is a member of their community, their story should include their own perspective, and, if they are comfortable sharing, an account of how they have been affected personally.

Students can use the Audio Essay Script Graphic Organizer (Appendix 17) to help organize and outline their ideas. Their final story should be two to three minutes long.

Have students record their stories and share them with the class.

Extension activity: Have students submit their stories to the Climate Stories Project, an educational and artistic forum for sharing personal stories about the changing climate, at climatestoriesproject.org.

Extension activity: Have students write a blog post (350 – 500 words) to expand upon their stories.

Sources: PBS Learning Media, [Your Place in Focus | Adaptation](#) and [First Person | KQED Youth Media Challenge](#); KQED, [How Blog Writing Leads to Better Essay Writing](#)

Florida Standards: ELA.612.EE.1.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.C.5.1; ELA.612.C.1.5; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.V.1.1; SC.912.E.7.4; SC.912.L.17.4; SC.912.L.17.8; HE.612.CEH.2.3; HE.612.R.1.3; HE.612.R.2.2; HE.612.CEH.2.3; HE.612.CEH.2.4

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Analyzing a newspaper article

As a class, analyze one of the newspaper articles in the Appendices using the following Observe-Reflect-Question analysis guiding questions.

Then, split students into small groups. Have each group find an article related to climate in the Tampa Bay Times. Have the students analyze the article.

OBSERVE: Identify and note details

Write down your answers to the following questions:

- Who published the article? Who was the audience for this article?
- Who was the audience for this newspaper?
- What type of article is this (eye-witness account, straight news article, feature article, editorial, column, reader contribution)?
- On what page and section does the article appear?
- What are the topics of other articles found on the same page or section?
- Is place relevant to this article? How?
- Are one or more dates listed in the article? Was this article written at or around the same time that the text relates to?
- What information is highlighted by the headline and other text callouts, if present?
- Are there any photos or illustrations? What additional information or explanation do they provide?
- What does the text describe, explain, or provide an opinion on?

Share what you have learned with your class.

Florida Standards: LAFS.312.L.1.1; LAFS.312.L.1.2; LAFS.312.L.2.3; LAFS.312.L.3.4; LAFS.312.RI.1.1; LAFS.312.RI.1.2; LAFS.312.RI.1.3; LAFS.312.RI.2.4; LAFS.312.RI.2.3.12; LAFS.312.RI.2.6; LAFS.312.RI.3.7; LAFS.312.RI.3.8; LAFS.312.RI.3.9; LAFS.312.RI.4.10; LAFS.312.SL.1.1; LAFS.312.SL.1.2; LAFS.312.SL.2.4; LAFS.312.W.1.1; LAFS.312.W.1.2; LAFS.312.W.3.9; LAFS.312.W.3.10; HE.612.CEH.2.3

REFLECT: Generate and test hypotheses

Write down your answers to the following questions:

- What is the main idea of the article? List several facts or arguments that support the main idea of the article.
- Is this article a news story or an opinion piece? Is the article trying to inform or persuade? How do you know?
- Are there details that reference other people or events of the time period? What was happening during this time period?

- Why do you think this text was made? What might have been the author’s or publisher’s purpose? What evidence supports your theory?
- Who do you think was the audience for this article? What evidence supports your conclusion?
- If there was information about the author included, does that information suggest certain biases that person might have had? What do you think those biases were?
- Why do you think the author chose to include these specific details of description or explanation? What information or perspectives might have been left out of the article?
- What source or sources does the author quote or refer to in the article? Do you think these sources are reliable? Why or why not? What evidence supports your conclusion?
- Does this article show clear bias? If so, towards what or whom? What evidence supports your conclusion?
- What do you think the author might have wanted the audience to think or feel? Does the arrangement or presentation of words, illustrations, or both affect how the audience might think or feel? How?
- What do you feel after reading this article?
- If someone wrote this text today, what would be different? What would be the same?
- What did you learn from examining this article? Does any new information you learned contradict or support your prior knowledge about the topic of this article?

Share what you have learned with your class.

Florida Standards: LAFS.312.L.1.1; LAFS.312.L.1.2; LAFS.312.L.2.3; LAFS.312.L.3.4; LAFS.312.RI.1.1; LAFS.312.RI.1.2; LAFS.312.RI.1.3; LAFS.312.RI.2.4; LAFS.312.RI.2.3.12; LAFS.312.RI.2.6; LAFS.312.RI.3.7; LAFS.312.RI.3.8; LAFS.312.RI.3.9; LAFS.312.RI.4.10; LAFS.312.SL.1.1; LAFS.312.SL.1.2; LAFS.312.SL.2.4; LAFS.312.W.1.1; LAFS.312.W.1.2; LAFS.312.W.3.9; LAFS.312.W.3.10; HE.612.CEH.2.3

QUESTION: What didn’t you learn that you would like to know about?

Write down your answers to the following questions:

- What questions does this article raise?
- What do you wonder about . . .
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?
- Examine the words and phrases the author uses. Does the author’s language support a particular perspective? Are different viewpoints presented?
- What sources might you consult to learn more?

Share what you have learned with your class.

Florida Standards: LAFS.312.L.1.1; LAFS.312.L.1.2; LAFS.312.L.2.3; LAFS.312.L.3.4; LAFS.312.RI.1.1; LAFS.312.RI.1.2; LAFS.312.RI.1.3; LAFS.312.RI.2.4; LAFS.312.RI.2.312; LAFS.312.RI.2.6; LAFS.312.RI.3.7; LAFS.312.RI.3.8; LAFS.312.RI.3.9; LAFS.312.RI.4.10; LAFS.312.SL.1.1; LAFS.312.SL.1.2; LAFS.312.SL.2.4; LAFS.312.W.1.1; LAFS.312.W.1.2; LAFS.312.W.3.9; LAFS.312.W.3.10; HE.612.CEH.2.3

Source: Library of Congress, [Analyzing Newspapers Teachers Guide](#)

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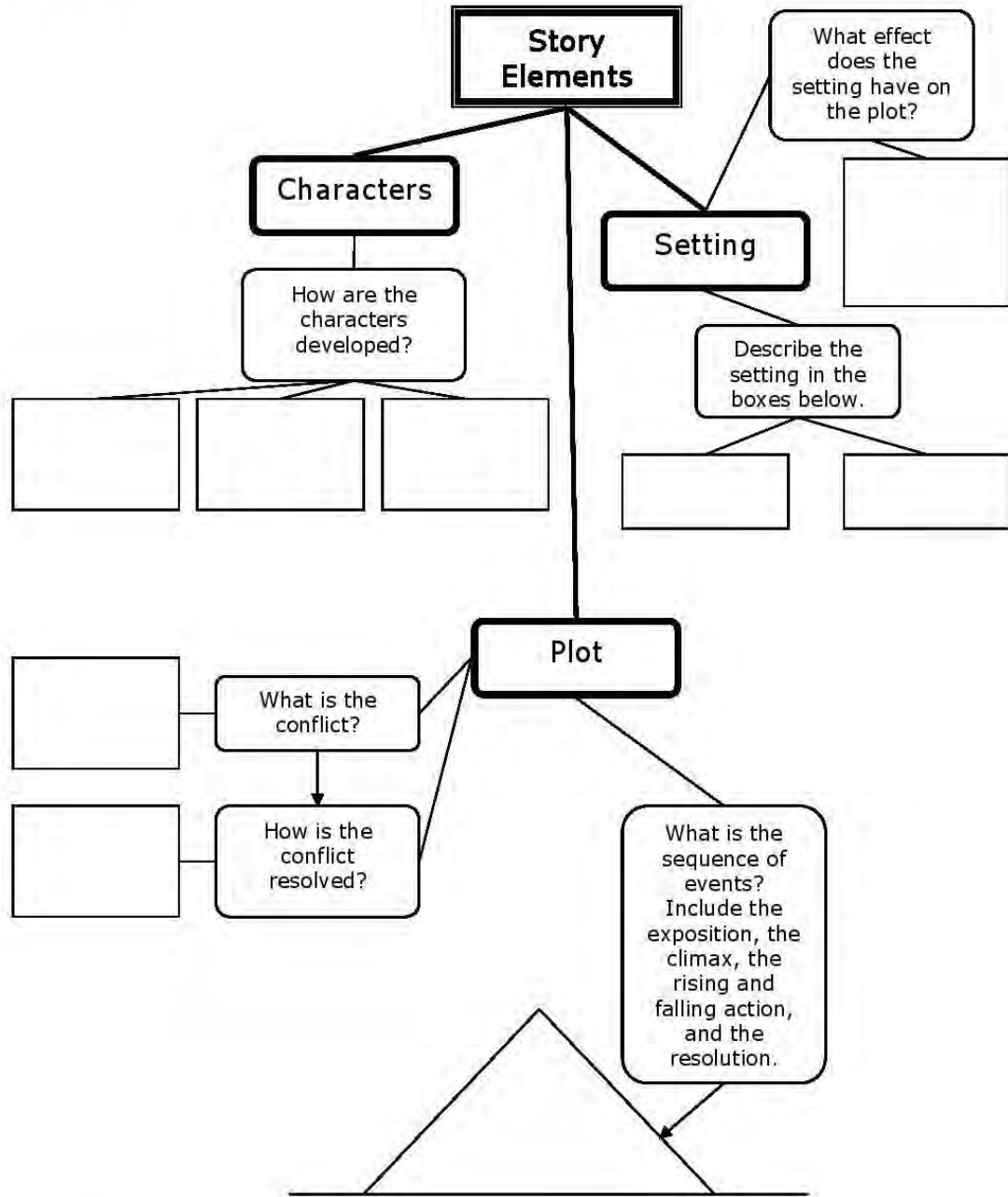
Appendix 1: ReadWriteThink Story Elements Web

Name: _____

Date: _____

STORY ELEMENTS WEB

Instructions: Answer the questions about the skit we are working on together during class using the map below.



Appendix 2: Examples of print PSAs

4 Reasons You Should Care about Point of Sale

- 1** The tobacco industry cares deeply about it, as their spending shows.
 \$1 Million/Hour
 \$8.7 Billion/Year

- 2** Tobacco at the point of sale prompts kids to start smoking.

- 3** Cigarettes at the point of sale make it harder for people to quit smoking.

- 4** Tobacco retailers cluster in already disadvantaged neighborhoods.


HCADA.com | 813- 238-4034

20150511.0000



WATER

WHAT IS IT WORTH TO YOU?



BE AWARE.

Know your water and wastewater service providers.



BE PREPARED.

Store at least 3 gallons of water per family member.



SHOW YOUR CARE.

Support water system upgrades.

In partnership with your local water utilities.





When you think of our National Forests, you think of trees, the wonders of nature, of sheer beauty. But there's something you may not think about...the water you drink.

Whether you live in a big city or a small town...whether your water comes from a reservoir, a river, or a well...for most of us it depends on a forest perhaps hundreds of miles away.

More than 180 million Americans have clean and healthy drinking water thanks to forests

that capture snow and rain, replenish rivers during dry times, and keep our water pure. But our forests are being devastated by disease and fire.

The Arbor Day Foundation asks for your help in replanting our National Forests, for breathtaking beauty, homes for wildlife, clean air, and because clean water tomorrow depends on planting trees today.

Visit arborday.org.
See what we're doing. See how you can help.



Arbor Day Foundation®

Nebraska City, Nebraska 68410 • 1-888-415-7237



BEFORE SHE MAKES PLANS WITH FRIENDS ...

Establish some family rules for social and extracurricular activities.

Kids don't always have all the facts when it comes to alcohol and other drugs. Talk with your child about the risks of underage drinking and substance use, and be clear and consistent about your expectations. For tips on how—and when—to begin the conversation, visit

www.underagedrinking.samhsa.gov

#TalkTheyHearYou

PEP20-03-01-049



SAMHSA
Substance Abuse and Mental Health
Services Administration

Billboard plea

Parents seeking to reconnect with children in Scientology church bring message to Clearwater.

By Tracey McManus
tmcmanus@tampabay.com

The same, desperate plea Phil and Willie Jones plastered across a billboard in Los Angeles is scheduled to go up on E Bay Drive in Clearwater next week.

"To my loved one in Scientology ... Call me," it will read.

The couple crowdsourced funds to put up the West Coast billboard in April as an attempt to inspire their two adult children, who are members of Scientology in Los Angeles, to reconnect with their parents. Phil Jones said since he and his wife left the religion around 2012, the church forced their children, Mike, 42, and Emily, 38, to cut off contact with their non-believing parents, a practice called disconnection.

Shortly after the billboard went up, Jones, 63, said he got requests from Floridians for a similar appeal in Clearwater — home of the Church of Scientology's worldwide spiritual

headquarters — on behalf of other families who say they also have lost touch with loved ones.

Jones, an insurance adjuster now living in Las Vegas, didn't hesitate.

"In the end, this is not just about my wife and I and our kids anymore," he said. "There's literally thousands of people out there who have suffered from Scientology disconnection."

Initially contacted Monday afternoon, church spokesman Ben Shaw responded Tuesday afternoon stating the Jones children "are best qualified to answer you."

In an email, Emily Jones said her parents are driven by money and that their fundraising effort to finance the billboard is a scam. She said her parents have harassed her and her brother by distributing handbills in her neighborhood stating they were missing and calling police to say they were being held against their will.

"The only reason our parents are bringing up our religion is because it is a prominent religion, and our par-



Washington Post
This billboard in Los Angeles' Echo Park was placed by former Scientologists Phil and Willie Jones, who say they have lost their two adult children, Mike and Emily Jones, to a practice known as "disconnection."

ents see it as something they can capitalize on for their own profit," Emily Jones wrote.

Phil Jones started a GoFundMe.com campaign last month to cover the cost of printing and renting the billboard in Clearwater, the same way he paid for the one in Los Angeles. He hopes to raise money to cover the \$4,000 monthly cost through the end of the year. As of Tuesday, the campaign had raised \$5,370.

Although he said the billboard is scheduled to go up sometime next week on E Bay Drive, Jones declined

is "the severance of all ties between a Scientologist and a friend, colleague or family member deemed to be antagonistic towards Scientology."

The website of Scientology states disconnection is a "self-determined decision made by an individual" to aid spiritual progress. A Scientologist can either handle the other person's antagonism with data about the religion or stop communicating with that person, the website states.

But Jones said the disconnection experience for his family was more forced and traumatic than that.

He and his wife spent more than 40 years in Scientology, first in his native Canada and then Clearwater. Around 2009, the couple began to quietly question the religion after reading investigative reports detailing allegations of abuse committed by church leaders. Scientology has denied those reports.

But once church officials caught wind of their misgivings, Jones said his sister, who has reached one of the highest levels in the religion, flew down from Canada to confront them.

"That was it," he said. "Overnight we lost everything."

The couple moved to Las Vegas and have been trying ever since to reach their children, who both work in the Sea Organization, the church's religious order.

to disclose the exact location or the billboard company in fear that church officials may interfere with his plans.

"When we did this in LA, we went through two companies," Phil Jones said. "Every time we announced ahead of time, they shut us down. They threatened the billboard companies."

The Clearwater billboard will be identical to the one in Los Angeles, directing readers to the Jones' website, StopScientologyDisconnection.com.

There, Jones defines disconnection as a "cruel and abusive practice" that

Super blitz to attack human trafficking

BY C.T. BOWEN
Times Staff Writer

TAMPA — A new message might seem out of place amid the excitement of consumer spending and a regional economic boost from the upcoming Super Bowl at Raymond James Stadium — “Don’t buy it, Tampa Bay.”

The words will be on billboards, social media and print advertisements. The message will be wrapped around vehicles used by Uber, Lyft and food delivery services and on buses from the Hillsborough Area Regional Transit Authority and the agency’s bus shelters. Broadcast commercials with the same theme will feature the WWE’s Titus O’Neil.

It is part of an advertising and promotional blitz, with a \$250,000 budget, about the dangers of human trafficking. The effort began in November and will continue through June, but the early, heavy push comes over the next two months to coincide with the build up to Super Bowl 55 on Feb. 7.

Elisa DeBernardo, account director at FKQ Advertising + Marketing, previewed the effort last week for Hillsborough County commissioners. The county’s Commission on Human Trafficking also was briefed on the effort Thursday afternoon.

“Don’t buy it” is aimed both at potential victims being told false promises of romance and wealth as lures into exploitation, and at



FKQ Advertising + Marketing

Billboards are part of the public awareness campaign from the Hillsborough County Commission on Human Trafficking. The campaign, devised by FKQ Marketing, runs through June.

potential customers of sex workers to “help them recognize that human beings are not for sale and this isn’t really what consent looks like,” DeBarnardo said.

The advertisements include images of people — both young and old, male and female and of different ethnic groups as potential victims — information on how to report suspected human trafficking and messages including warnings that victims are in plain sight or are forced to work without compensation.

“It’s really important that we use the campaign to rally the community around this issue, versus it being a scare tactic that somehow disparages Tampa Bay,” said DeBarnardo.

Though the kickoff is timed to the Super Bowl and an expected influx of visitors, DeBarnardo said, “we know this is an activity that occurs all year long in our community.”

It’s a key distinction. Super Bowls long have been portrayed as once-a-year centerpieces for sex slavery, but some scholars now indicate that image is a myth. In 2019, researchers at the University of Texas at Austin and the University of Minnesota, Twin Cities, found online ads for sex may increase simultaneously with large events like conventions and sports competitions, but the spike was not distinctive to the Super Bowl.

“It is really talking to all of Tampa Bay,” Commissioner Kimberly Overman said about the local campaign, “but focusing on visitors coming to the area for major events — not just the Super Bowl, but major events.”

Billboards will appear on major highway corridors like Interstate 75 and I-4, in locations that are expected to be “key Super Bowl areas” like Westshore Boulevard, International

Plaza, Dale Mabry Highway and Raymond James Stadium. The effort also will spread toward Plant City and Wimauma. The digital and social media campaigns will launch closer to the Super Bowl, DeBarnardo said.

The county created its Human Trafficking Commission a year ago at the urging of Overman who chairs the committee. Advocacy groups have long named the Tampa Bay area as one of the top destinations in the nation for human trafficking, according to the Hillsborough Sheriff’s Office. In 2018, the National Human Trafficking Hotline reported that Florida was the third highest state in the nation in numbers of calls to the emergency hotline.

The formation of the Hillsborough Task Force followed the lead of a similar task force in Pasco County. A regional effort is important to combating human trafficking, commission members said Thursday.

“We don’t want to just push the problem around,” said Santiago Corrada, president and CEO of Visit Tampa Bay.

Anyone who believes they are a victim of human traffickers or believe they know a victim can call the Hillsborough County Sheriff’s Office at (813) 247-200 or the National Human Trafficking Hotline at (888) 373-7888.

Contact C.T. Bowen at ctbowen@tampabay.com or 813-435-7306. Follow @CTBowen2.

EDITORIAL SAFER SIDELINES

Schools must require AEDs and cold tubs on sports sidelines

The Courier Journal Editorial Board

It is devastating enough to lose a child. That grief should not be compounded by also having to wonder if subpar planning, training and policy contributed to their death. • But that's exactly what is happening on the sidelines of youth sports in Kentucky and across the United States. • Courier Journal reporter Stephanie Kuzydym, in a monthslong, multipart investigation, showed that when it comes to protecting students participating in youth sports, gold standard safety is not a priority. • Youth athletes dying on the field is not uncommon, and that's not OK. At least 26 young athletes died in 2022 alone.

Where is safety equipment and expertise for children?

The Courier Journal learned that life-saving equipment is not widely available on the sidelines in youth sports. Automated external defibrillators like the one used to save NFL player Damar Hamlin and simple cold water immersion tubs that rescue athletes who have overheated — these are often not accessible in school sports programs or community recreational leagues. The nation watched as a professional football player was saved, but school sports leaders and lawmakers turn their heads while youth athletes die for their team.

See EDITORIAL, Page 4E



ILLUSTRATION BY BILL CAMPLING/USA TODAY NETWORK; GETTY IMAGES

Editorial

Continued from Page 1E

The cost of equipment is the excuse most often given. But if you can't afford sidelines safety precautions, you can't afford a sports program.

Safety should not be in addition to, it should be the foundation of youth sports. Before coaches are hired, and extra jerseys are ordered, first be sure you can protect the lives of participating youth athletes. Helmets, cleats and pads are deemed essential, so should AEDs and cold tubs. No budget should be approved without money designated for sideline safety equipment and proper training.

Coaches must be trained and they must practice emergency responses

Every sport drills fundamental skills so that athletes can perform in the game with confidence. It should be crystal clear to coaches and athletic trainers everywhere that they are also responsible for drilling the fundamentals of their job to perform. It's not a game that's at stake, here. It's a child's life.

Kentucky law requires CPR and first-aid training for coaches, but it's up to the school district to track compliance and there is no penalty for a coach not having an up-to-date CPR certification.

The Kentucky legislature failed to pass bills that would require AEDs on high school sidelines — three times. Instead, they passed a watered down ver-



The University of Cincinnati Athletics has 11 cold tubs prepared for a warm weather practice. Cold tubs are filled with water and ice and are there as a prevention measure. They are considered a gold standard for sidelines to rapidly cool an overheating athlete. AARON HIMMLER/UNIVERSITY OF CINCINNATI ATHLETICS

sion of the bill that recommends, but doesn't mandate, AEDs be placed in all middle and high schools. The effectiveness of cold tub immersion protocol for heat-related emergencies was also questioned and water breaks are not mandatory until the heat index reaches 95 degrees. The Kentucky High School Athletic Association does require some form of rapid cooling under extreme conditions, but without the state backing this requirement with explicit policy it makes for an ambiguous provision.

In 2022, the Kentucky legislature said they wanted to protect kids in sports, but they did so by fixating on trans youth, ensuring transgender athletes were excluded from participation. This legislative session, lawmakers talked more about danger to children and "doing no harm." The session once again targeted LGBTQ youth and did not extend that sentiment to protecting youth athletes from catastrophic injuries. But one consistency remains. Whether it's gender-affirming medical

Are you concerned about the safety of your child's sidelines?

The Courier Journal, in partnership with Spalding University, is holding a special event that will include sports safety resources and solutions. Panelists will include KHSAA commissioner Julian Tackett, Matthew Mangine Sr., co-founder of the Matthew Mangine Jr. "One Shot" Foundation, Dr. Alma Mattocks, Program Director for the Spalding University Master of Science in Athletic Training Program, and Rep. Kim Moser, who worked on recent Kentucky sports safety legislation. The free event will be held from 6 to 7:30 p.m. Wednesday, May 17, at Spalding University College Center Ballroom, 812 S. 2nd S. Doors open at 5:30 p.m. Free parking is available in the lot next door. Registration is required: <https://usatn.enmotive.com/events/safer-sidelines-2023>

care or sports medicine we know will save lives, the Kentucky legislature refuses to listen to the science and continues to fail Kentucky children.

*The Courier Journal Editorial Board.
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OPINION

EDITORIAL

Heat waves can be disasters. Let's treat them as such

The federal government must revise its outdated law in the face of record-breaking temperatures.

IT'S ALARMING that only a few weeks into the summer we've already experienced a prolonged heat wave that has put about 36 million Americans under excessive heat warnings and shattered temperature records across the West.

Palm Springs hit 124 degrees Friday, an all-time high. Redding reached a record 119 degrees Saturday. And on Sunday, Las Vegas got to 120 degrees, breaking its previous record by three degrees. Globally, June marked the 13th straight month of record-setting temperatures.

But all the attention on the numbers can overshadow the larger, frightening context: We are living in a dangerous new era of more frequent, more destructive and deadlier disasters fueled by humanity's continued spewing of greenhouse gas pollution.

Chief among the threats is extreme heat, killing more Americans than wildfires, hurricanes, floods or tornadoes. Heat waves caused an estimated \$7.7 billion in economic repercussions over the last decade in California alone, including lost wages, agricultural disruptions, power outages and infrastructure and health damage.

But even as Americans die of preventable heat-related illness, officials aren't using all the tools available to them to respond. We need an urgent change in trajectory, not only by ending the burning of fossil

fuels but also by doing much more to keep people safe.

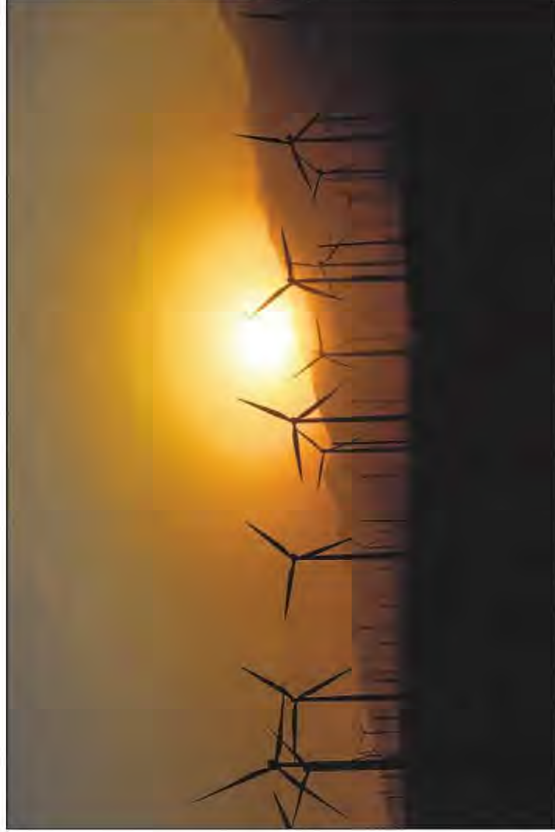
Although state and federal officials have made some strides with new efforts to warn people of the dangers from extreme heat and protect workers from heat illness and death, they're still not doing everything they can to respond to this growing threat.

Case in point: No U.S. president has ever issued an emergency or major disaster declaration for extreme heat. President Carter rejected a request from Missouri in 1980 after nearly 400 people died in a heat wave, and President Clinton rejected a declaration for the heat wave that killed more than 700 people in Chicago in 1995.

In 2022, President Biden rejected a major disaster declaration request from Gov. Gavin Newsom for the 10-day heat dome that killed an estimated 395 Californians, caused more than \$3 billion in economic damage and "created weather and environmental conditions that significantly exacerbated the ignition and spread of wildfires across California," destroying 183 homes.

The Federal Emergency Management Agency has denied all such requests on the grounds that the conditions haven't been of such "severity and magnitude" that an effective response is beyond the capacity of state and local government. That is the threshold set under the Stafford Act, the law that governs federal disaster relief.

The federal government must revise its outdated view of what constitutes a disaster now that the planet is about 2.5 degrees hotter than preindustrial times and the 10 hottest years ever recorded have been in the last decade.



GINA PERAZZI / Los Angeles Times

THE SUN SETS in Palm Springs on a day of triple-digit heat in June. Extreme heat has killed more Americans than wildfires, hurricanes, floods or tornadoes.

The Biden administration should seriously consider a petition filed last month by environmental, labor and health organizations that asks FEMA to recognize extreme heat and wildfire smoke as major disasters. They say that federal disaster relief funding could pay for lifesaving infrastructure such as cooling centers with air filtration systems, and community solar and storage systems to help vulnerable communities stay cool and safe when the power grid is strained.

It's appropriate to include wildfire smoke because this intertwined climate-fueled health threat is also causing widespread illness and early death, and growing worse as temperatures climb.

The Extreme Heat Emergency Act, introduced last year, would amend the

Stafford Act to spell out that extreme heat is a type of major disaster. But it shouldn't require legislation for FEMA to get with the times.

The law already applies to "any natural catastrophe," and environmental, labor and health advocates say that is broad enough to include heat and any other kinds of disasters even if they aren't listed — such as the COVID-19 pandemic. Even FEMA acknowledges there is nothing specific in that 1974 law that precludes a declaration for extreme heat or wildfire smoke.

There are few areas where modernization of disaster response is more pressing than with heat waves. The old ways just aren't cutting it anymore. Americans deserve a robust approach that's befitting of our new climate reality.

Killer heat claims too many lives

At first, you sweat. It's the body's first line of defense: Sweat, as it evaporates, can keep your body a critical degree or two cooler than the air around you. But a number of factors, including dehydration or tight-fitting, non-breathable clothing that traps sweat instead of letting it evaporate or intense physical activity that raises your core temperature faster than you can cool down, will defeat that defense. Another self-regulating system kicks in, and your breathing and pulse grow more rapid as your organs fight to lower your core temperature.

This is how the first signs of heat exhaustion feel — physical reactions that an increasing number of people experience every day. They are warnings that many don't take seriously, and we're not just talking about individuals. As global temperatures inch upward, Florida is obviously on the vanguard of a rising threat to life and health.

Yet local, state and national officials haven't done nearly enough to combat the threat heat poses, and many Floridians will pay for that with their lives. That should change.

When your internal temperature crosses a critical threshold of 104 degrees, you're in trouble. Your chances of recovery without medical intervention — by getting someone cooler, by drinking water — start to dwindle.

The ranks of people at risk of heat-related health problems are wide and variable. Prolonged exposure to high

temperatures can be particularly dangerous for young children and the elderly, as well as people who are pregnant, people with chronic diseases such as diabetes, people whose jobs keep them outdoors without ready access to shade or water, and athletes whose intense activity can push their temperature into the danger zone far more quickly. Risks also vary by location, with residents in densely populated urban areas suffering more than those in the suburbs and low-income people endangered because they can't afford high electric bills.

But anyone can succumb to heat-related illness. As global temperatures inch upwards, more people will. That demands serious attention at the local, state and federal level.

Your skin is dry now, and flushed. You probably have a piercing headache and you may be feeling weak, dizzy, possibly nauseated. Your speech grows confused, your muscles are cramping and you may start to have convulsions or seizures. Inside, your body is at war with itself. Instead of slowing down, your metabolism will often speed up, pushing your temperature even higher.

The obvious place to start: Better education and warning. The National Weather Service already issues advisories in advance of anticipated spikes, as it did last week for South Florida, where it predicted “feels like” temperatures in the range of 105-111 degrees — clearly in the danger zone for most humans.

But those warnings might not reach

those who need to hear them. Extreme heat advisories should follow the model set up for big, dangerous weather events such as hurricanes, including easy-to-decode levels of threat assessment, advice on how and when people should protect themselves against dangerously high temperatures and other in-the-moment information that people need to make smart decisions.

Your liver, kidneys and brain start to shut down, then your blood vessels shred. You begin to hemorrhage, purple bruises blossom across your skin. You are within minutes of becoming one of approximately 1,300 Americans who die each year of heat-related illness. With medical intervention, you may survive — but the chances of permanent brain damage or other long-term effects are significant.

For Floridians at the highest level of risk, warnings won't be enough. There must be a level of infrastructure needed to deal with high heat. The CDC has suggested several ideas worthy of public investment, including the establishment of community cooling stations for those who don't have access to air conditioning and urban forestry programs that can lower temperatures in intensely developed areas.

These are the easy solutions. Then it gets tough, because many of the needed changes fall into one of two areas.

The first: Economic support for those who cannot afford the energy required to stay cool. State and federal governments should consider subsidizing power costs

for low-income households that kick in during hot months. But they should also investigate the potential of lower-cost solutions such as evaporative air conditioning units (also known as swamp coolers). These predate refrigerant-based air conditioning systems and require so little energy that many can be operated through USB connections.

The other required step: Restrictions on employers who might otherwise keep their workers in high-heat conditions with inadequate access to shade or water. This will cause Florida's two biggest industries — agriculture and tourism — to scream bloody murder. Those protests should be viewed in this light: Would anyone dare to argue that companies had the right to force workers to cut ferns or sell theme-park balloons in the middle of a hurricane?

Some might still debate the causes of global warming. But its impact is undeniable. Most years, extreme heat already claims more lives than hurricanes, tornadoes, earthquakes, flooding and mudslides combined, and it's only getting worse. Our leaders must come to grips with the need to take heat seriously, as the major health threat that it is, or more will die. And Florida will be among the first to bear the grim toll of that failure.

The Orlando Sentinel Editorial Board consists of Opinion Editor Kryss Fluker, Editor-in-Chief Julie Anderson and Viewpoints Editor Jay Reddick. Contact us at insight@orlandosentinel.com

Appendix 4: NewseumED Here's What We Think Worksheet

Name:
Date:



Here's What We Think: Editorials and Opinion Articles

Most newspapers have an editorial and opinion section. These articles express a writer's or the staff's personal views. They do not necessarily report news; rather, they comment on current events.

Read three editorials or opinion articles. Find one editorial and one opinion article from your local newspaper (print or online) and one editorial from a news organization elsewhere in the country or world. Answer the questions for each op-ed or editorial.

1. Name of the editorial or opinion article. When and where did it appear? _____

2. Who do you think is the intended audience? Who is likely to read this? _____

3. What is the issue/controversy? _____

4. What is the type/purpose of the editorial or opinion piece?

____ Explain/inform ____ Praise ____ Persuade/a call for action ____ Criticize

5. Describe the tone of the article. _____

6. Does this op-ed or editorial provide factual information? If so, what information? How do you know it's true? What evidence or sources does the author provide?

7. Is this information important for people to know? If so, why? If not, why not? _____

8. Do you agree with what this editorial or opinion article argues for? Why or why not? _____

Appendix 5: Article for write an opinion article activity

Kids are very susceptible to heat illness. There's little oversight for activities like sports leagues and camps.

BY SONIA RAO
Times Staff Writer

DURING a round of sprints at an early evening club soccer practice, William Olver felt dizzy. His vision blurred.

It was 91 degrees outside. Heat radiated from the turf.

Olver, 15, told his coaches and a trainer, who instructed him to sit in the shade and drink electrolytes at the June practice.

He recovered quickly; he suspected he hadn't been drinking enough water that day. But kids like him are among the groups most susceptible to heat illness, especially when they participate in sports and outdoor activities.

The average number of heat-related deaths each year in the U.S. has nearly doubled over the last decade, according to the U.S. Centers for Disease Control and Prevention. Florida has some of the highest rates of hospitalization in the country due to heat illness, per the nonprofit Public Citizen and the Farmworker Association of Florida. And children's bodies are less able to adapt to heat than adults, according to the U.S. Global Change Research Program.

In 2020, Florida adopted safety regulations around high school sports competitions, practices and workouts year-round, including the summer. This was in response to several heat-related deaths in high school sports — at least four high school football players in Florida died from heat illness in the last decade. See **HEAT, 12A**

TRINITY

Temperatures are

RISING

Can youth sports keep up?



Soccer player Chase Smith with the Florida Premier FC, hydrates with a gallon of spring water at the start of team practice on June 19 in Trinity.

HEAT continued from 1A

according to a database compiled by the Louisville Courier Journal.

Those rules don't apply, however, to leagues, clubs and camps, said Cheryl Holder, executive director of the group Florida Clinicians for Climate Action. There remains no state or local oversight for activities that aren't conducted by high school sports teams, she said.

Holder wondered whether adults leading kids in outdoor activities, sports and at organizations like YMCAs would be able to pick up the slack.

"This is where the gap will be," she said. "How prepared are those leaderships for what we're facing with extreme heat, and understanding the impact?"

Summer clubs, camps make adjustments

Oliver has played soccer all his life. He moved to Florida from Virginia when he was 8. He struggled his first few seasons in Florida because of the heat and mugginess. The past two years have felt sweltering.

"It's been pretty hot, especially when we're doing conditioning," he said. "It's surprising a lot hotter than it has been."

Tampa, St. Petersburg and other nearby cities are seeing record average temperatures. In June and July, temperatures in the low 90s can feel like triple digits because of the humidity.

Nathan Bender, the director of Oliver's club, Florida Premier FC, has altered training times as temperatures have risen. The girls elite teams practice early in the morning, and the boys teams late into the evening. This summer, he shortened sessions. He organized practice on grass fields whenever possible. He told his players to keep off the turf during the hottest hours, stay hydrated and get enough sleep and proper nutrition.

Even later in the day, temperatures can be dangerous. On Wednesday, for example, the heat index was 96 degrees at 7 p.m.

"The Florida heat is very unforgiving," Bender said. "It's definitely taken a toll."

At summer sports leagues at the Spurlino Family YMCA in Riverview, executive direc-



Katie Levith fills water bottles for a Seminole High marching band practice June 27. The band holds practice throughout the summer.

tor Jarrod Williams said they take breaks every 10 minutes and make drinking water part of the routine.

Enrollment for youth sports programs always drop from May to October, when temperatures rise, he said. The location's numbers this year dropped from around 500 in the spring to 165 for the summer.

"It's too hot," he said parents told him. "We're going to take the summer off."

One recent afternoon at the Spurlino YMCA, children in summer camp huddled in the shade of an outdoor pavilion around a large "swamp cooler" that took in hot air and produced cool mist.

The location purchased five swamp coolers in April to prepare for the summer, Williams said. It doesn't have an indoor gymnasium yet, so all sports are outdoors.

Andy Chee, a supervisor for one of St. Petersburg's summer camps, has created his own "cool zones" at the Willis S. Johns Recreation Center.

Those spots are in the shade, and he set up fans that spray water that can lower the temperature as much as 15 degrees.

Half of the all-day camp, which runs from 7 a.m. to 6 p.m., is outdoors. The elementary and middle-school-aged kids spend the time playing pickleball, basket-

squeeze in a 45-minute outdoor session around 4:15 p.m.

It was 92 degrees. No clouds hovered in the sky. About 15 minutes in, he called it quits.

"It was so excruciating," Madrinan said. The band is not regulated by state law because it's considered a club, not a sport.

They take every precaution possible, said Madrinan. "Water duty parents" lug around orange Gatorade coolers on wagons, responsible for keeping every student's water bottle filled. They've started to provide wet towels and frozen fruit in the past few years. All of that is covered by the band's fundraising efforts, not the district.

They also take more breaks, sometimes every four to five minutes if it's super hot.

Incoming senior Dillon Harris practices on the asphalt student parking lot with a 45-pound tuba.

"I'm sweating even if I'm wearing shorts and a T-shirt," he said.

As temperatures intensify, so will the band's practice regimen as they prepare for football season and fall competitions.

From mid-July until the start of school, camp days can last as long as 9 a.m. to 9 p.m. On those 12-hour days, six hours are spent indoors, four are spent outside and two are spent on breaks.

Madrinan has been involved with Seminoles' marching band for 30 years, as a player and then an instructor.

The first 20 years, he didn't think about heat that much. Now it's at the front of his mind. He worries about how he will maintain the band's rigorous standards and keep the kids safe as it continues to get hotter.

The number of people in the U.S. exposed to "extreme heat" — a heat index of greater than 125 degrees — is expected to grow from 8 million to 107 million over the next three decades, according to data from the nonprofit First Street Foundation.

Florida is one of the states likely to see the greatest increase in dangerous days.

"The last 10 years, it's been bitter," Madrinan said. "It's been just scathing, it's been extremely intense."

He wonders how much more he will have to adjust.

Contact [Somia Rao at *srao@tampabay.com*](mailto:Somia.Rao@tampabay.com).

Appendix 6: Articles for letters to the editor activity

Miami's chief heat officer stays cool

Here's how she helps people cope with record high temperatures.

BY MICHAELA MULLIGAN
Times Staff Writer

Jane Gilbert has felt the summer days grow hotter and longer in Miami over the years. Fewer children play outside, and outdoor gatherings are more rare than they used to be, she said.

While Gilbert does her best to plan activities around the hottest parts of the day, there is no avoiding the topic of heat in her everyday life.

It is her job, after all.

As the chief heat officer for Miami-Dade County, Gilbert is tasked with helping residents living in extreme heat. When she was appointed to the position in 2021, Gilbert was the first chief heat officer in the world, according to Miami-Dade County, and only a handful of people on the planet currently hold a similar position.

"Inform, prepare and protect people — that's the work I'm doing right now, because we're in the middle of heat season and an unprecedented, hot heat season," Gilbert said.

In 2021, Miami-Dade County received a grant offer from the Adrienne Arsht-Rockefeller Foundation Resilience Center, a nonprofit focused on climate resilience, to start an extreme heat initiative, which led to the formation of the chief heat officer position. The position lies within the office of resilience, which reports to Miami-Dade Mayor Daniella Levine Cava.

While positions dedicated to sustainability and climate resilience exist in the Tampa Bay area, no county official currently focuses only on the effects of heat.

In the thick of heat season

Miami-Dade County has a name for the blistering months from May to September: heat season.

"We established May 1 to Sept. 31 as an official heat season, with a goal of raising awareness on the level that we do for hurricane awareness every year," Gilbert said. "Because we have, similar to Tampa, chronic high heat."

See HEAT, 5A

HEAT continued from 1A

Much of the targeted messaging, like tips for staying cool or how to detect signs of heat-related illness, is directed to those who are most vulnerable to extreme heat, Gilbert said.

Miami's proximity to water means the area's temperature is not likely to get above 100 degrees, similar to Tampa Bay. Instead, Miami experiences days of high heat indexes.

Across Florida, dangerously high heat indexes have seized the state this summer. Locally, Tampa had its hottest July on record, dethroning a record set just last year. Miami spent 46 days with a heat index over 100 degrees, smashing a record set in 2020, the Miami Herald reported.

"Heat index is critical to understand, because our body regulates heat by sweating, and then that sweat evaporates off our body, but if you have high humidity, your body is not able to sweat as easily. That's why the 'feels like' temperature goes up," Gilbert said.

The Miami-Dade area is expected to have the highest increase of dangerously high heat of any county in the United States by 2053, according to the First Street Foundation, a nonprofit that analyzes the country's climate risk. Of the 20 counties in the United States that will see the largest increase in days with dangerously high heat, 18 are in Florida — including Hillsborough, Polk and Manatee counties.

An action plan for heat

Miami-Dade County released an Extreme Heat Action Plan in 2022 that outlines three goals: inform, prepare, and protect people; cool homes and emergency facilities; and cool neighborhoods.

These are the guiding goals of Gilbert's work.

Each day looks different for Gilbert. In the past



Miami-Dade County Office of Resilience

Jane Gilbert became the first chief heat officer in the world in 2021. She focuses on reducing the stress of extreme heat on vulnerable communities in Miami-Dade County.

she has worked on a series of heat trainings, one for health care providers, another earlier this month for employers. During the heat season, she's focusing on messaging for TV, radio, bus shelters and billboards. In the winter, Gilbert said, the county installed 1,700 air conditioning units to public housing residents.

The county commissioned a heat vulnerability analysis that looked at heat-related emergency room visits and hospitalizations by ZIP code in Miami-Dade. Certain ZIP codes had four times the number of heat-related hospitalizations as others in the county. Gilbert said the strongest correlating factors with hospitalizations were high poverty rates, elevated temperatures and a large percentage of outdoor workers.

"So that has sort of helped inform how we message, where we target messaging, where we target our interventions," Gilbert said.

The county also launched a pilot program with the National Weather Service earlier this year that lowers the thresholds for heat advisories and extreme heat warnings to be issued.

The program began after the county looked at heat-related deaths and found that a majority were happening below previous heat advisory and warning thresholds, Gilbert said.

Previously, the heat index had to reach 108 for at least two hours to trigger a heat advisory. Now it's 105. For an excessive heat warning, the heat index had to reach 113 for at least two hours. Now it's 110.

"We very rarely hit a heat index of 108. It was like a 0.25 chance per year," Gilbert said. "And that was the heat advisory, and we've never had a heat warning. So we decided to lower it to a level that we'd be comfortable with."

Miami has had days of advisories and several excessive heat warnings since the change, Gilbert said.

In Tampa Bay, the area does not have the lowered thresholds. As in Miami, excessive heat warnings are rare — so much so that the first may have occurred on Wednesday when an airport east of Tampa registered a 116-degree heat index, according to the weather service. The airport tends to run a degree or two hotter than other locations, the weather service added.

Gilbert said when the weather service updated its thresholds, the county also extended hours for cooling areas like parks and libraries.

After days of heat advisories and a likelihood of more extreme heat earlier this month, the city of Tampa opened cooling centers. Some cities and counties around Tampa Bay offered cooling kits and tips on how to stay cool, but did not open centers.

"I feel like it's been an issue that's been grossly underappreciated, but that also means the opportunity is with attention, with focus, we can actually make a difference," Gilbert said.

Contact Michaela Mulligan at mmulligan@tampabay.com. Follow @Michaela_Mull.

Arizona's health department names physician as its first heat officer

Associated Press

PHOENIX — Arizona's health department has named a physician to address ways to lessen the effects of extreme heat in the arid Southwestern state as the first statewide heat officer in the nation.

Eugene Livar was appointed to the role under Gov. Katie Hobbs' extreme heat preparedness plan, the Arizona Department of Health Services said Wednesday.

Livar has been with the state health department since 2012, most recently working as assistant director for public health preparedness. In that role, he contributed to the state's heat plan.

Underscoring the dangers of increasingly hot weather,



Associated Press (2023)

A man wipes his brow as he walks under misters in downtown Phoenix in 2023.

the toll of heat-associated deaths in Arizona's most populous county has soared well over 400 after the area's hottest summer ever recorded. Maricopa County is the hottest metropolitan

area in the U.S. and home to Phoenix. The cities of Phoenix and Miami have their own heat officers to oversee ways to protect people and the overall community from extreme heat.

all commuters and transit workers," Hochul said. "I am sending a message to all New Yorkers: I will not stop working to keep you safe and restore your peace of mind whenever you walk through those turnstiles."

The Transport Workers Union has been against cameras by conductor windows, citing privacy concerns. MTA said last week they're doing it anyway.

The governor made the announcement Wednesday morning alongside MTA chairperson Janno Lieber.

Hochul also announced a proposal to ban anyone convicted of an assault on transit from the system for three years.

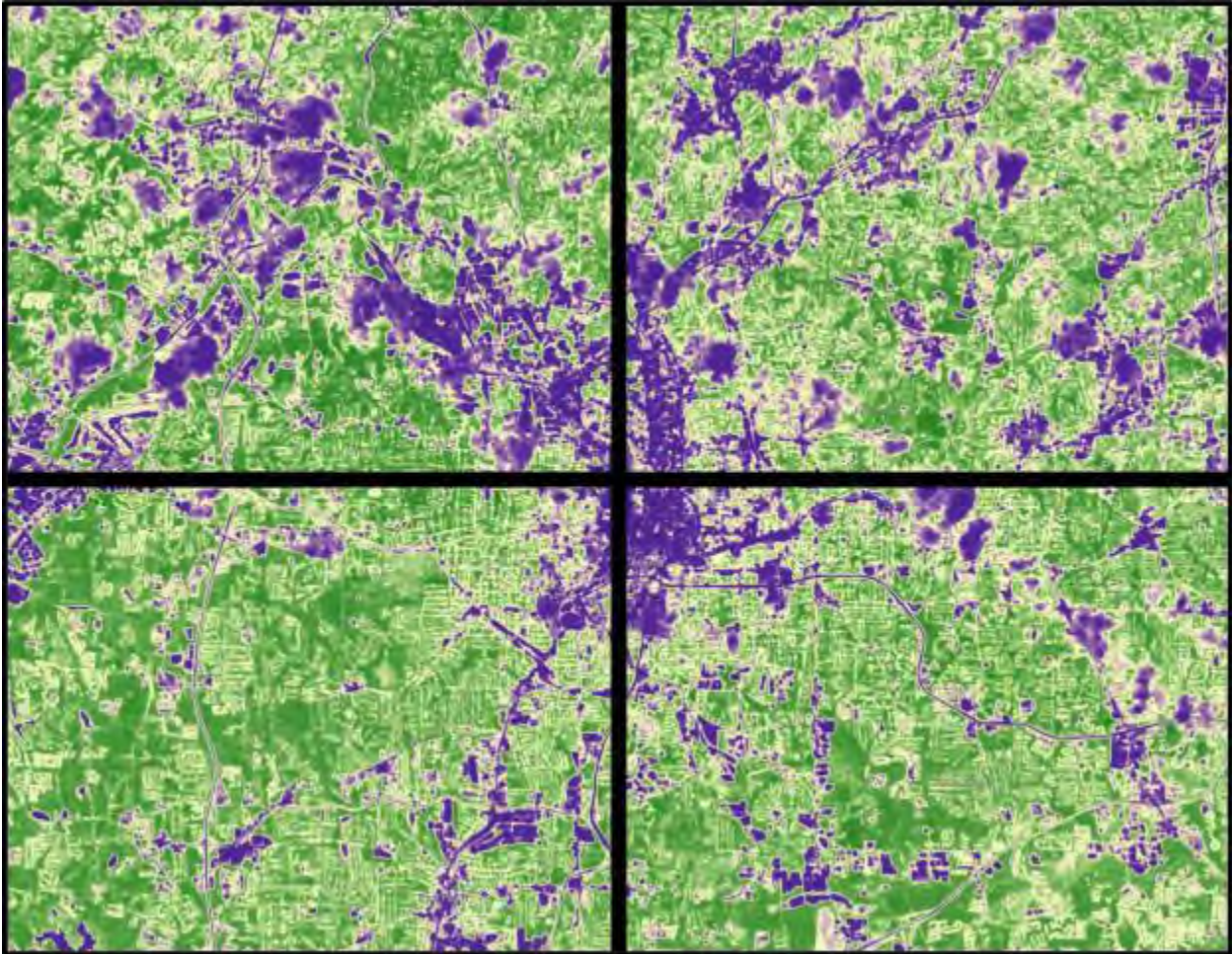
The NYPD is fighting a 16% jump in assaults at city subway stops and trains.

As of Sunday, the city has seen 97 assaults in the subway system this year, 13 more than by this time last year.

Appendix 7: ReadWriteThink Letter to the Editor Peer Review Questions

1. Does the letter begin with a salutation and end with a signature block?
2. What article is the letter writer discussing? Is the article named in the first sentence or paragraph?
3. In the first paragraph, what main reason does the letter writer give for responding to the article? What position is the letter writer taking on the issue?
4. What specific points does the letter writer use to support the position taken in the letter?
5. How does the letter conclude? Is the conclusion appropriate for the letter?
6. What advice would you give the author of this letter?
7. What did you like the most about this letter? Why?

Appendix 8: Landsat mapped images

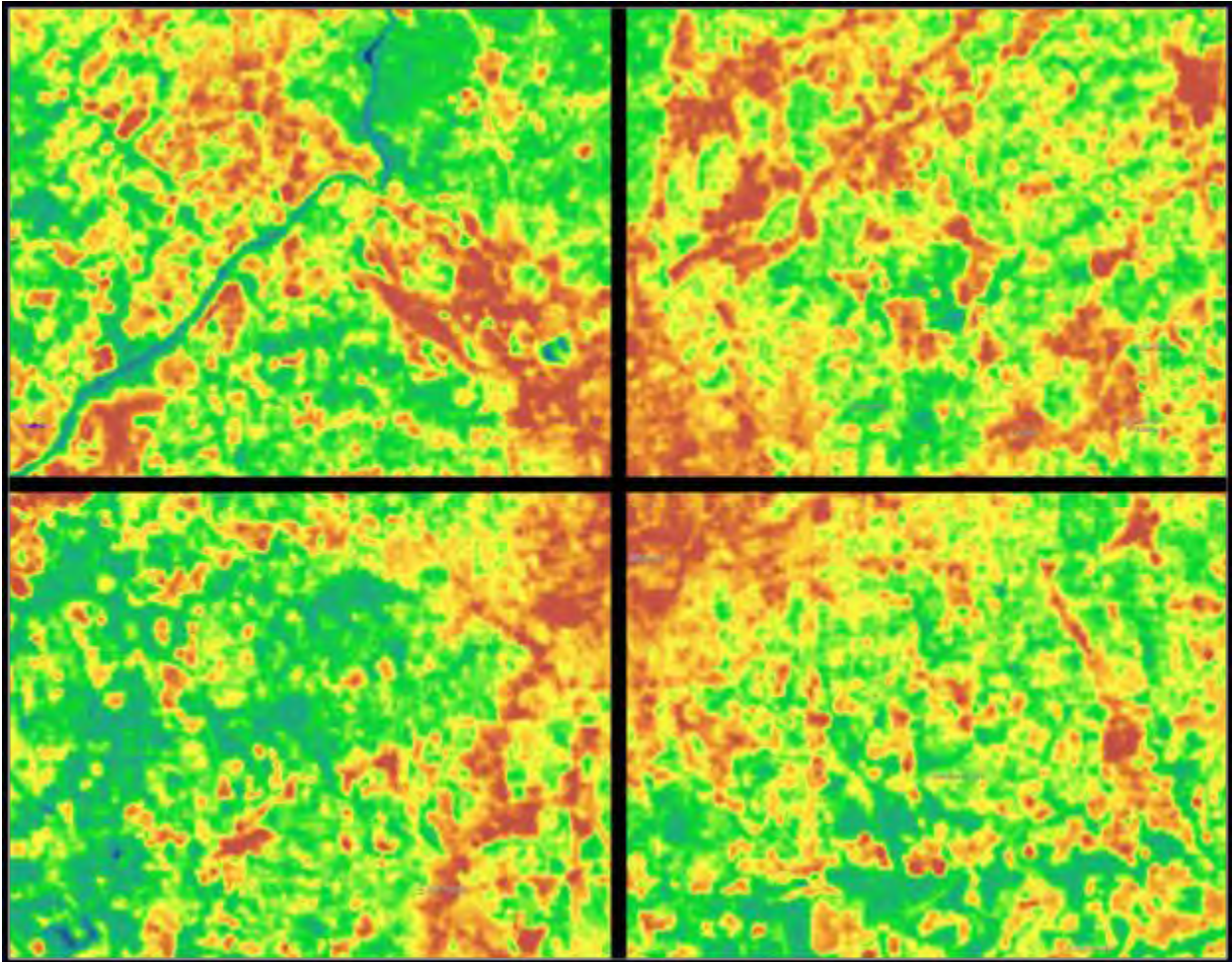


Landsat mapped image showing Vegetation of the Atlanta, Georgia region May 1, 2018.
Landsat Normalized Difference Vegetation Index
Credit: U.S. Geological Survey
<https://www.usgs.gov/landsat-missions/landsat-normalized-difference-vegetation-index>



This image shows Vegetation Index, a measure of how much near-infrared radiation is reflected at the surface. It can be used to identify the locations of plants.

Areas with a vegetation index closer to 1 contain plant life, while areas less than 0 represent areas that do not contain plant life.

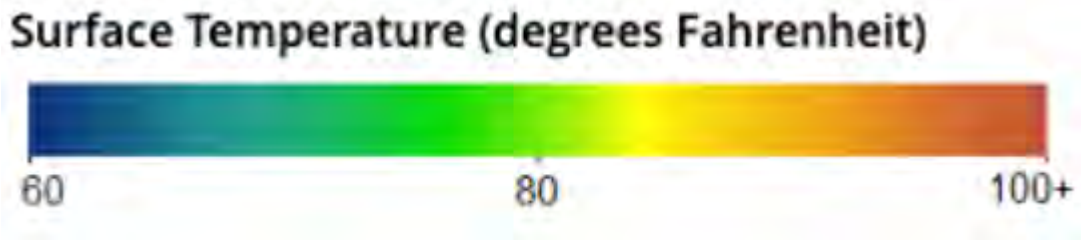


Landsat mapped image showing Surface Temperatures of the Atlanta, Georgia region May 1, 2018.

Landsat Provisional Surface Temperature

Credit: U.S. Geological Survey

<https://www.usgs.gov/landsat-missions/landsat-collection-2-surface-temperature>



This image shows Surface Temperature of the Atlanta, Georgia region May 1, 2018; it represents the temperature of the Earth's surface (expressed in degrees Fahrenheit).

Summer forecast: It's hot and getting hotter

Unprecedented heat streak likely to linger through fall.

By Drew Kann
drew.kann@ajc.com

Those hotter than normal temperatures Atlantans have endured so far this June? Even more extreme heat is likely on the way in the months to come, according to a new federal forecast released Thursday.

The state of Georgia – along with most of the continental U.S. – is expected to face above average temperatures through September, new projections by the National Oceanic and Atmospheric Administration show, as record heat fueled by human-caused climate change continues to bake the planet.

NOAA's projections give south and central Georgia, including the Atlanta area, the best odds of facing abnormal heat the rest of the summer.

Over the past 30 years, June in Atlanta has meant a daily average high of around 87 degrees. But temperatures this June have already been well above normal for this time of year, with daily highs averaging nearly 89 degrees this month. Historically, July and August have been even hotter.

The forecast comes as an unprecedented streak of record-breaking heat that has enveloped the globe for more than a year continues with little sign of stopping.

This May was the planet's hottest such month on



Outdoor workers, as well as people with poor health, the elderly, children and pregnant women are most at risk when exposed to heat for too long. Extreme temperatures are in store for Atlanta, as well as most of the United States, this summer. AJC 2023

record, with temperatures more than 2 degrees above the 30-year average, NOAA data shows. Earth has now experienced 12 straight months of record high global temperatures, said Karin Gleason with NOAA's National Centers for Environmental Information.

We are only halfway through the year and already, NOAA says there is a 50% chance that 2024 will eclipse 2023 as the hottest year ever recorded.

In addition to raising average temperatures, human-caused climate change is increasing the frequency and intensity of days-long heat waves across the country, including in Atlanta. The city experienced its first dose of extreme heat last weekend and another blast of temperatures in the high 90s could arrive as soon as Sunday.

Atlanta now sees about

eight more heat waves yearly than it did in 1961, according to the U.S. Global Change Research Program. The city's "heat wave season," when multiday stretches of dangerous temperatures are possible, has also lengthened by more than 80 days.

About 1,200 people die in the U.S. each year from extreme heat, according to the Atlanta-based Centers for Disease Control and Prevention (CDC), but the actual death toll is likely much higher.

Heat-related illnesses and deaths occur when exposure to high temperatures overwhelm the human body's natural cooling mechanisms. This can lead to a steep rise in body temperature that can risk damage to vital organs and even the brain.

The risk of complications is greatest in children, the elderly, pregnant women

and those with certain medical conditions, like heart and lung issues, according to the CDC.

Outdoor workers, athletes who exercise outside and people without access to air conditioning are also more vulnerable.

Heat risk also varies greatly across Atlanta's urban landscape. Areas shaded by trees are much cooler than "urban heat islands" packed with buildings and heat-absorbing pavement. Historically, parts of the city with less vegetation have been home to more lower-income residents and communities of color.

Atlanta has not only been hotter than normal lately – like most of Georgia, it has also been very dry. Most years in June, the city receives around 4.5 inches of rain.

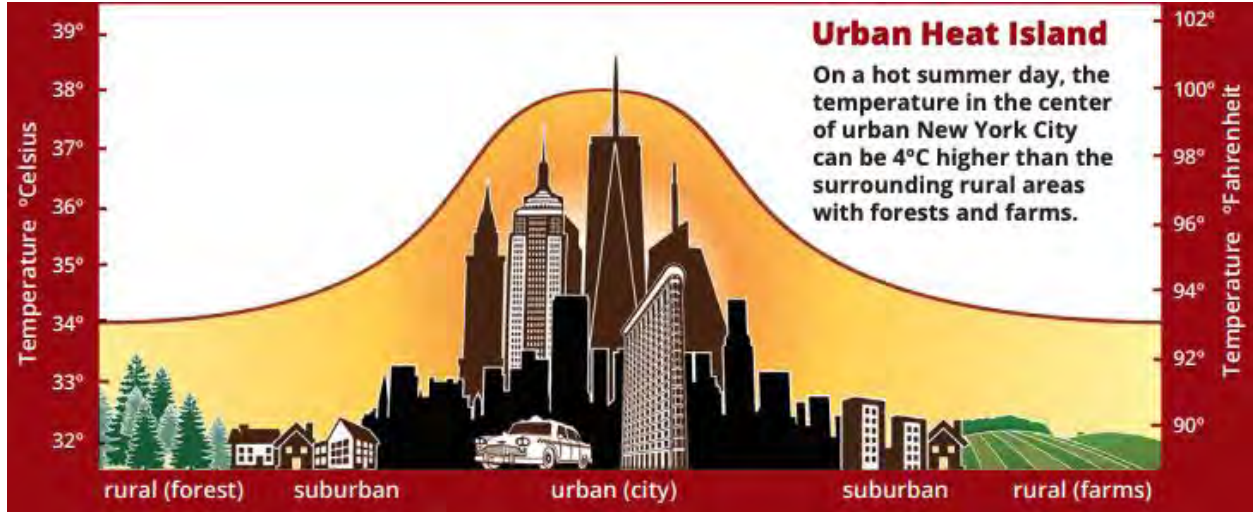
So far this month, Atlanta has seen less than an inch of precipitation.

The combination of scant rain and high temperatures has allowed "abnormally dry" conditions to expand in the state over the past week, with a pocket of moderate drought developing around the metro area, the latest U.S. Drought Monitor released Thursday shows.

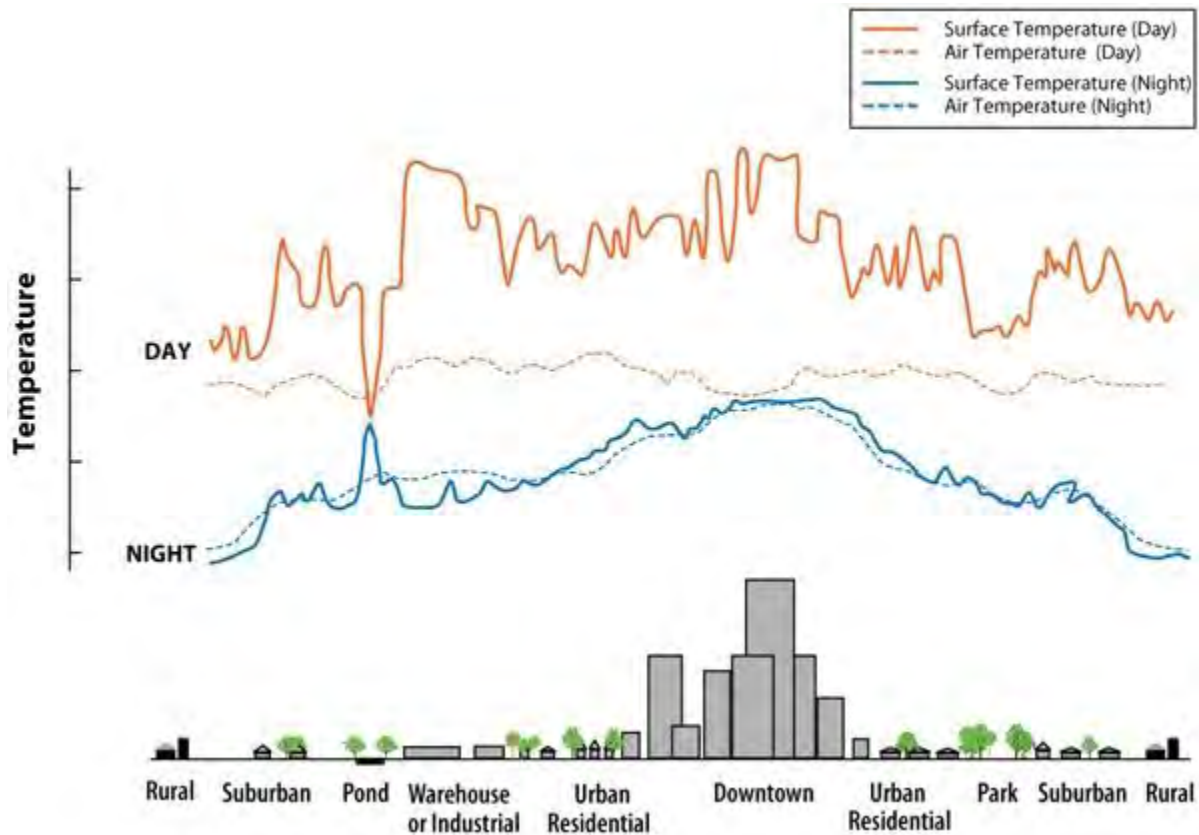
Fortunately, the latest federal projections do not foresee drought deepening over the next three months.

This coverage is supported by a partnership with Green South Foundation and Journalism Funding Partners. You can learn more and support our climate reporting by donating at ajc.com/donate/climate/

Appendix 10: Urban heat island graphs



This image shows the difference in temperatures in urban areas compared with other types of communities. Credit: NASA EOKids Urban Heat Islands - Hot Times in the City



This line graph shows how the surface temperature and air temperature values change over the course of 24 hours. Credit: EPA

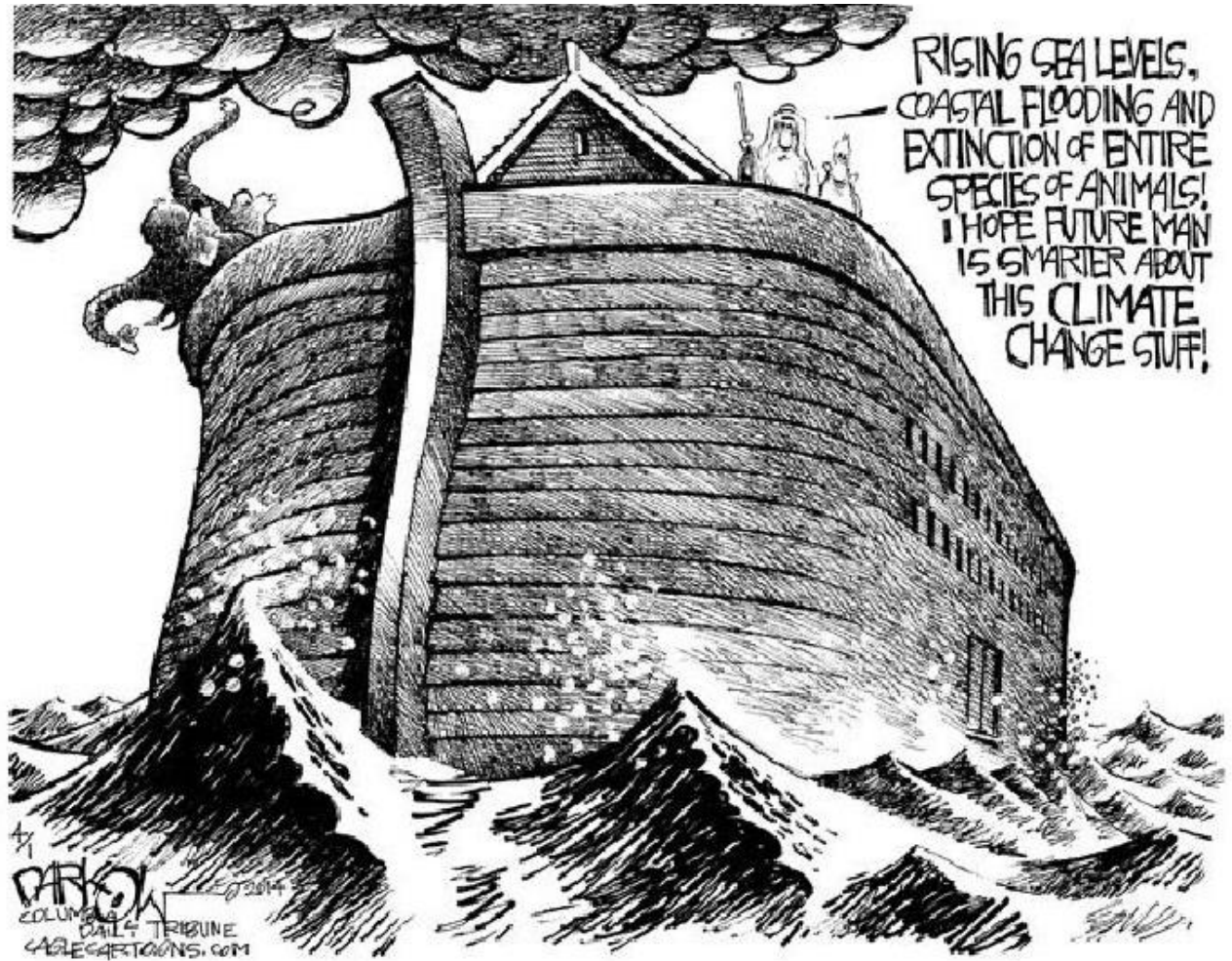
Appendix 12: C-SPAN Climate Change Vocabulary Chart



Climate Change Vocabulary Chart

Term	Definition
Climate Change Adaptation Strategies	
Climate Change Mitigation Strategies	
Deforestation	
Emissions	
Extreme Weather Events	
Federal Emergency Management Agency	
Fossil Fuels	
Greenhouse Gases	
Infrastructure	
Mortality	
National Oceanic And Atmospheric Administration	
Paris Climate Agreement	
Regulation	
Resilience	
Subsidy	

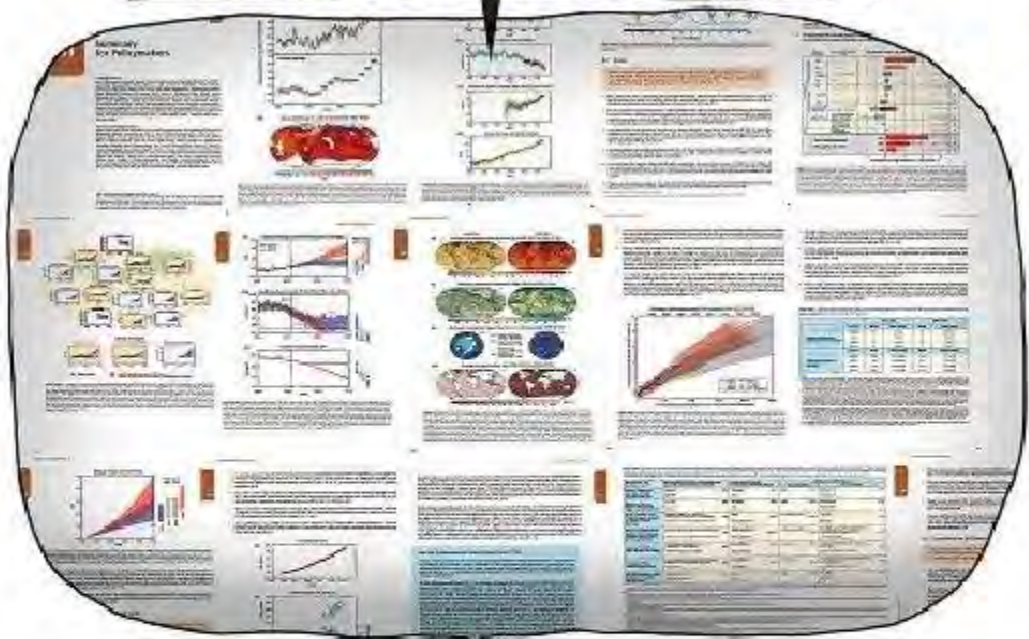
Appendix 13: Editorial cartoons



By John Darkow / Courtesy of cagle.com

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THE ARGUMENT FOR TAKING IMMEDIATE ACTION ON CLIMATE CHANGE AND GLOBAL WARMING.



THE ARGUMENT AGAINST.

IT SNOWED AT MY HOUSE IN APRIL.



John Cole
Cartoonist &
Illustrator
Scranton, PA
© 2007

By John Cole, The Scranton Times-Tribune / Courtesy of AAEC

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Adam Zyglis, The Buffalo News / Courtesy of AAEC

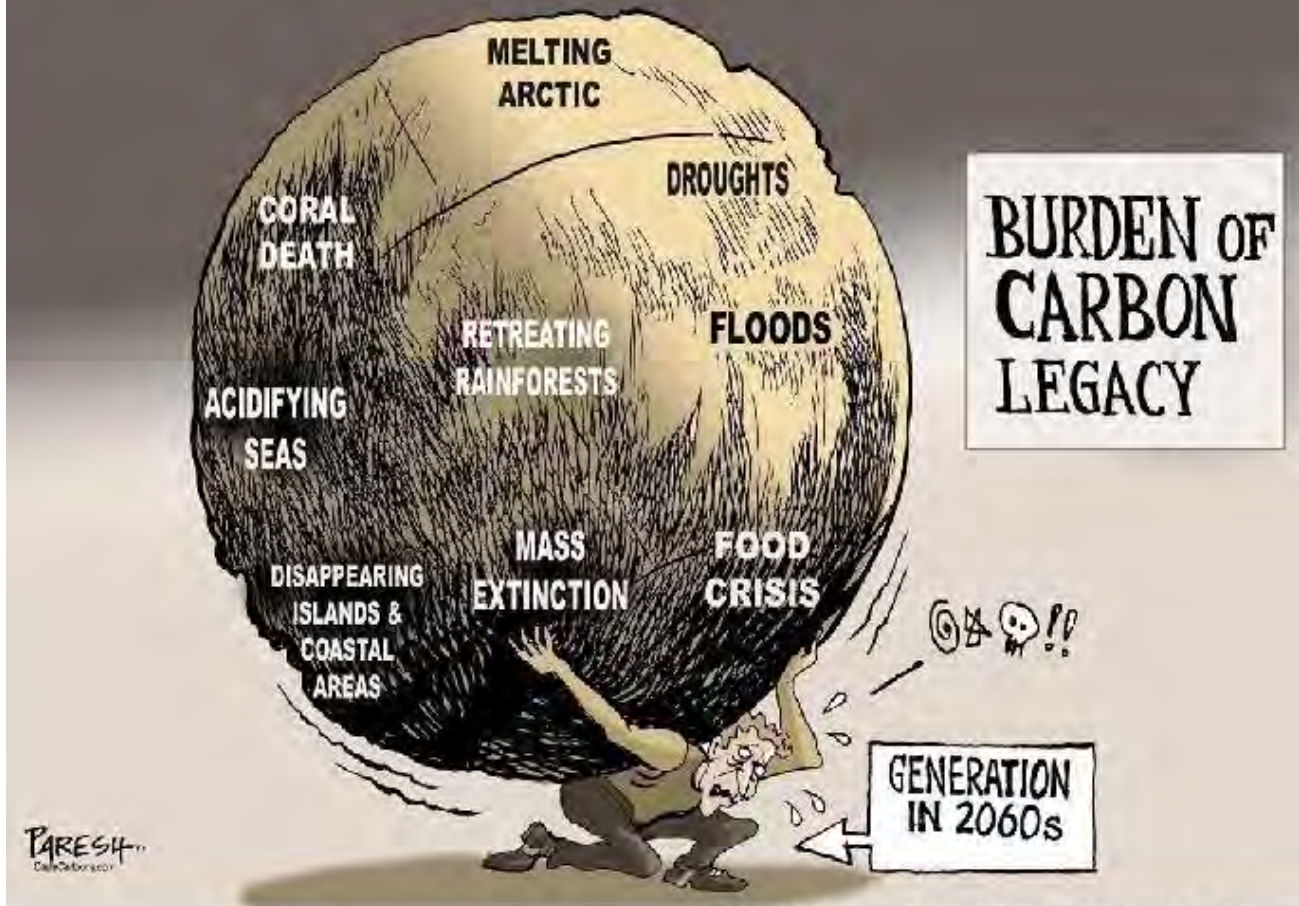
Cartoons for the Classroom is available through Newspaper in Education programs. Copyright Online Publications Inc. and NIEonline.com



By Nate Beeler, The Columbus Dispatch / Courtesy of Cagle.com

Cartoons for the Classroom is available through Newspaper in Education programs. Copyright Online Publications Inc. and NIEonline.com

If the Paris Climate Pact does not make a strong follow-up...



Paresh Nath / Courtesy of Cagle.com

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HI! I'M EARTH!
AND IT'S EARTH DAY!



TODAY, WE TRY TO
CHANGE A FEW OF OUR
SELF-DESTRUCTIVE HABITS.



NOW, I UNDERSTAND THAT YOU
CAN'T CHANGE OTHER PEOPLE,
YOU CAN ONLY CHANCE YOURSELF!



Joe Heller © 2016 PETSITION.COM

BUT, DO YOU REALLY
WANT ME TO GO THERE?



Joe Heller, Green Bay Press-Gazette / Courtesy of AAEC

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Nick Anderson, Houston Chronicle / Courtesy of AAEC

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Cagle.com

Bob Englehart / Courtesy of Cagle.com

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GLOBAL WARMING ACCELERATING ANIMAL EXTINCTIONS — U.N. REPORT



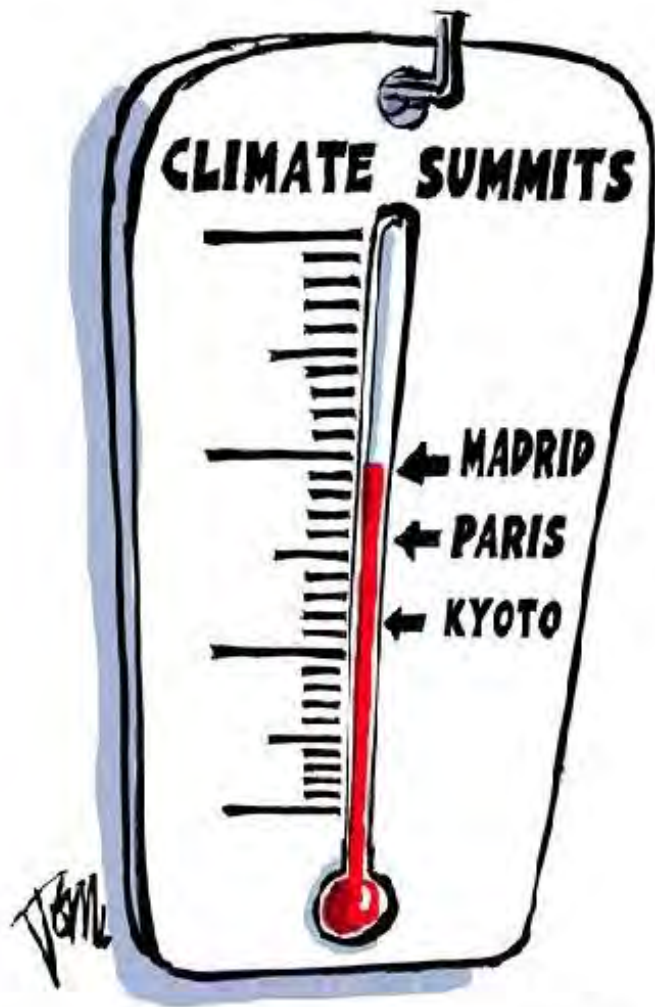
Steve Sack, Minneapolis Star Tribune / Courtesy of Cagle.com

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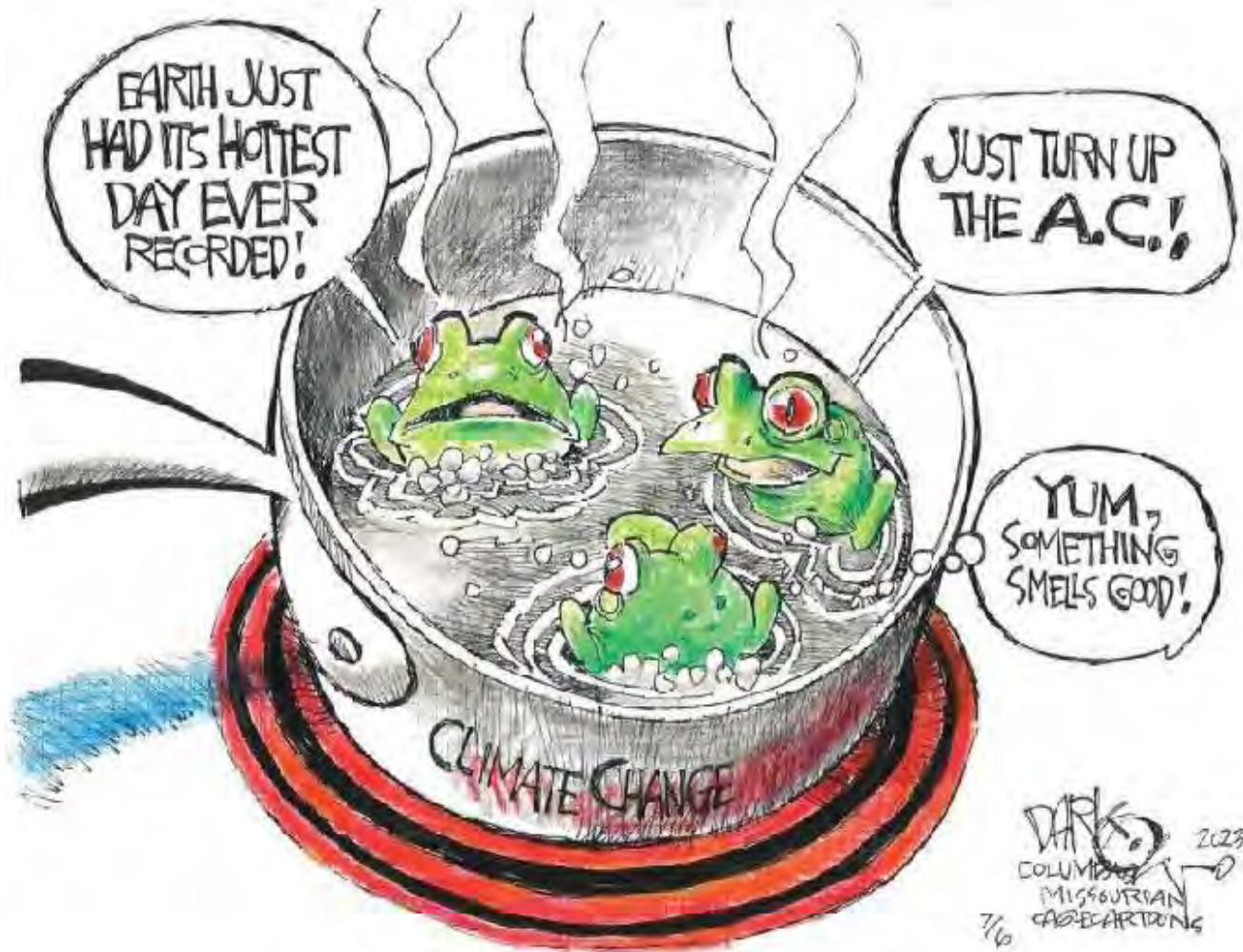
Joep Bertrams, Het Parool / Courtesy of Cagle.com

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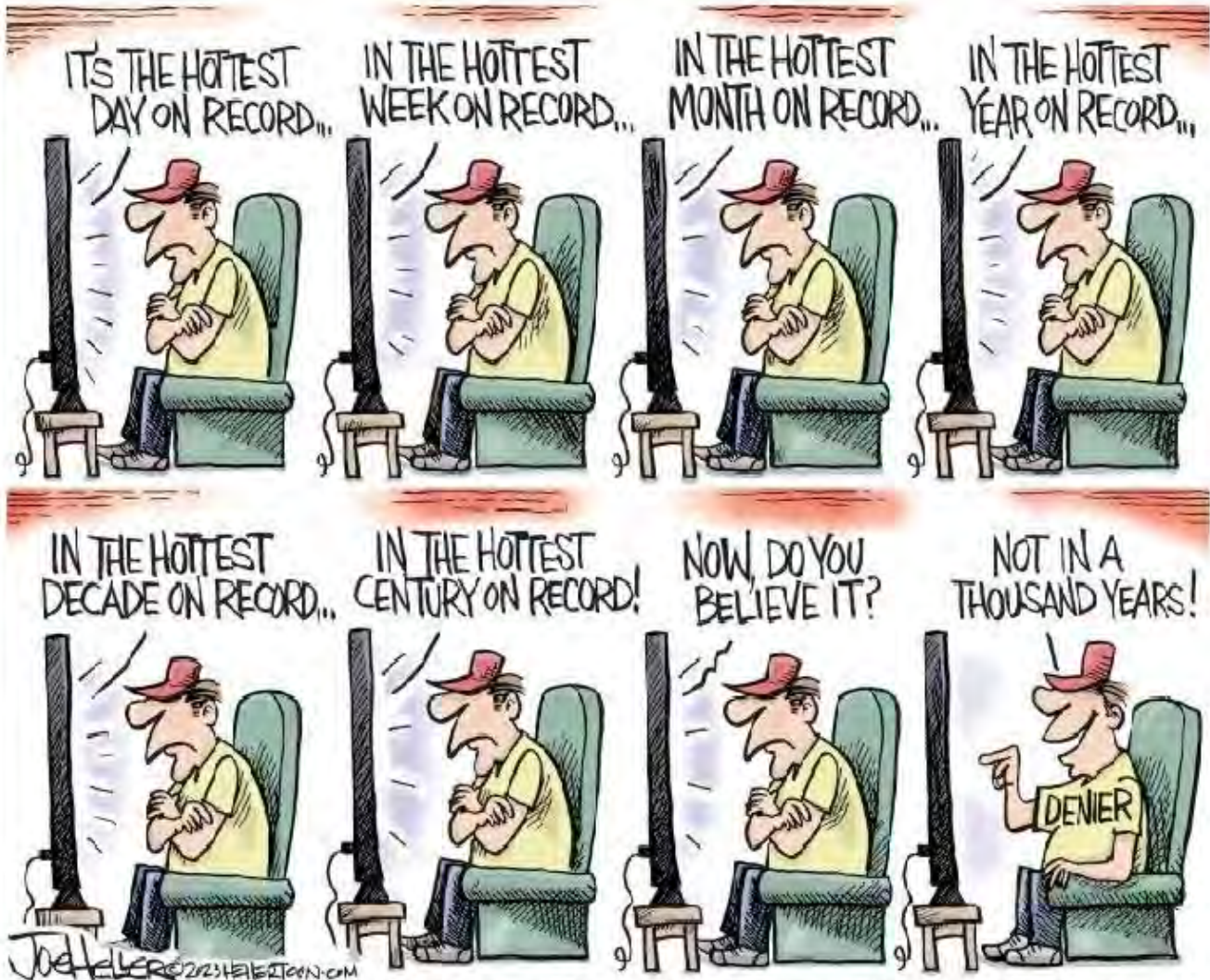
Tom Janssen, Trouw / Courtesy of Cagel.com

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John Darkow, Columbia Missourian / Courtesy of Cagle.com

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Joe Heller, Green Bay Press-Gazette / Courtesy of Cagle.com

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Eric Allie / Courtesy CagleCartoons.com

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Paresh Nath, The Khaleej Times, UAE / Courtesy CagleCartoons.com

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Appendix 14: Library of Congress persuasive techniques chart

<p>Symbolism</p>	<p>Cartoonists use simple objects, or symbols, to stand for larger concepts or ideas.</p> <p>After you identify the symbols in a cartoon, think about what the cartoonist means each symbol to stand for.</p>
<p>Exaggeration</p>	<p>Sometimes cartoonists overdo, or exaggerate, the physical characteristics of people or things in order to make a point.</p> <p>When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make by exaggerating them.</p>
<p>Labeling</p>	<p>Cartoonists often label objects or people to make it clear exactly what they stand for.</p> <p>Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object more clear?</p>
<p>Analogy</p>	<p>An analogy is a comparison between two unlike things. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light.</p> <p>After you've studied a cartoon for a while, try to decide what the cartoon's main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist's point more clear to you.</p>
<p>Irony</p>	<p>Irony is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue.</p> <p>When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?</p>

Appendix 15: Article for wildfires activity



THE BATTLE AGAINST WILDFIRES
Wildfires are growing more frequent and intense because of climate change. One teen is trying to help.
 BY MARY KATE FRANK & REBECCA KATZMAN

WATCH A VIDEO Let's Talk About Climate Change at UPFRONTMAGAZINE.COM

now starts earlier in the year and lasts longer. On average, the fire season has become two-and-a-half months longer than it was in the 1970s.

These conditions have been worsened by fire-suppression policies. Before the settlement of the West, forested land in the region burned naturally from lightning or was intentionally burned by native communities. These burnings helped rid the forest of the dead leaves and limbs that fuel wildfires. But beginning in the 20th century, the U.S. had a policy of putting out fires as quickly as possible, which led to increasingly dense forests full of flammable brush.

Feeling the Heat

While new data show that wildfires threaten more of the country than people might realize—and that risk is expected to grow—most of the nation's wildfires have occurred in the West. Wildfires have burned in the region for thousands of years, but in recent years, they've become more severe because of human activity and climate change.

"Climate change is leading to conditions on the ground we have never encountered," says U.S. Forest Service chief Randy Moore. "We know these conditions are leading to more frequent and intense wildfires."

The West is full of vegetation such as pine needles, dry grasses, and shrubs that are more flammable than the moist leaves found in the forests of the East Coast. And record-breaking heat has led to historic drought in the West during the past two years, which makes the vegetation more flammable.

Climate change has also lengthened the fire season, which

making it one of the nation's worst years ever for fire activity. Wildfires can burn through homes and crops, displacing residents and causing tens of billions of dollars in economic damage per year.

year, 39,226 wildfires scorched more than 5.7 million acres of U.S. land, according to a report from the National Interagency Fire Center. This includes the McKinney fire, which burned more than 55,000 acres in Northern California in a single July weekend,

showed me that there's a need for some solution," says Prisha. With a love of science and coding, she decided to tackle the problem herself. Over several months, Prisha developed a computer program that uses artificial intelligence to predict wildfires. It collects and analyzes satellite data such as temperature, soil, moisture, and wind. If a place is at high risk, the program can alert authorities and potentially even send drones to spray a substance that can slow the spread of the fire.

Systems like Prisha's—which is still in the works—may be increasingly needed, especially in the United States, where wildfires are becoming more frequent and severe because of factors such as climate change.

Between January and July of this

THE McKinney fire burns in California on July 30, 2022.

7 million
 AVERAGE ACRES of land burned each year by wildfires in the United States since 2000

58,733
 NUMBER of fires in the U.S. in 2022

SOURCE: U.S. FOREST SERVICE, NATIONAL INTERAGENCY FIRE CENTER

What Can Be Done?

Experts agree that prescribed burns, or fires set intentionally to periodically clear underbrush, are a key to reducing the severity of future wildfires. Last year, the Forest Service used prescribed fires across a record 1.8 million acres of federal land, and the agency hopes to ramp up operations in the coming years.

In addition, the U.S. government has set aside \$234 million to fund wildfire prevention and recovery efforts, and President Biden has created a commission to study how best to prevent and manage wildfires.

As for Prisha, she continues to perfect her system. In 2021, she won a \$10,000 Lemelson Award for Invention, an annual prize given to a young inventor with a promising solution to a problem. Prisha hopes her program will become something that officials can use to help prevent wildfires in the future.

"I really want to save people's lives and also protect the environment," she says. "That's what keeps me going."

With reporting from Winstan Choi-Schapiro, Elena Siano, Ashley Wu, and Matthew Cullen of The New York Times.



National Wildfire Risk in 2022

This map uses color-coding to show the likelihood of wildfires across the continental U.S. this year.

SOURCE: FIRST STREET FOUNDATION



"I really want to save people's lives and also protect the environment."

—PRISHA SURESH, 15

Prisha Stroff could hardly believe what she was seeing from the backseat of her family's car. As a huge wildfire raged nearby, a haze of smoke filled the air and police blocked the road ahead.

"It was burning everything in its path," recalls Prisha, now 15. "We were forced to turn back."

The Chandler, Arizona, teen was visiting California with her family in 2020 when they encountered a blaze known as the August Complex fire. It consumed more than 1 million acres and destroyed hundreds of homes. For weeks after it began that August, people across the state were told to stay inside to avoid inhaling dangerous smoke.

"After seeing the devastating impact that the wildfire was having, it really

6 **The Spark** • **UPFRONT** • **UPFRONTMAGAZINE.COM**

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Appendix 16: ReadWriteThink Newspaper Story Format worksheet

Newspaper Story Format

Name _____

Enter Lead/Headline

Enter the Five *W*'s in these boxes

--	--	--	--	--

Enter three less important details in these boxes

--	--	--

Enter the least important detail in the final box

Appendix 17: PBS Learning Media Audio Essay Script Graphic Organizer

Audio Essay Script Graphic Organizer

This is a **suggested structure** for your story to help organize and outline your ideas. It should HOOK your listener, tell them a STORY, and end with a REFLECTION.

Guidelines: <350 words, <2 minutes.

<p>Lead/Hook <i>One attention-grabbing sentence or question</i></p>
<p>Scene <i>(Specific event, experience, details, usually from the PAST)</i></p>
<p>The So What? <i>(What is your point? What are you trying to show? Why are you telling us about the scene above? What do you want listeners to understand?)</i></p>
<p>Reflection/Conclusion <i>(What have you learned as a result of this experience? How has it changed you as a person? How have you grown? USUALLY FOCUSES ON THE PRESENT & FUTURE)</i></p>
<p>Tag</p>

Appendix 18: Additional resources

Association of American Geographers: AAG Mather Geography & Climatology Knowledge Exchange

community.aag.org/gcke/education1/educationalmaterials

Atmospheric Radiation Measurement (ARM): K-12 weather and climate science lessons

arm.gov/resources/outreach/lesson-plans-and-activities

Climate.gov: Teaching Climate

climate.gov/teaching

Environmental Protection Agency: Lesson Plans, Teacher Guides and Online Environmental Resources for Educators: Climate Change

epa.gov/students/lesson-plans-teacher-guides-and-online-environmental-resources-educators-climate-change

Florida Climate Center: Teacher Resources

climatecenter.fsu.edu/kids/teacher-resources

My NASA Data: Mini lessons, interactives and lesson plans based on global Earth science data collected from satellites.

mynasadata.larc.nasa.gov

NASA: Climate Resources for Educators

climate.nasa.gov/for-educators

National Institute of Environmental Health Sciences: Climate Change and Human Health Lesson Plans

niehs.nih.gov/health/scied/teachers/cchh

National Marine Sanctuaries: Climate Change Lesson Plans

sanctuaries.noaa.gov/education/teachers/climate-change/lesson-plans.html

National Weather Service: Educator Resources

weather.gov/education/resources

New York Times: Resources for Teaching About Climate Change With The New York Times

nytimes.com/2021/11/04/learning/lesson-plans/resources-for-teaching-about-climate-change-with-the-new-york-times.html