The Climate Kids – Manuscript

Docudrama Film | By Glenn Weinreb | May 2, 2026

Synopsis

The Climate Kids is a docudrama about a group of students who learn from their climate science professor that the world's current climate plan may be unrealistic because it depends on consumers, corporations, and governments voluntarily making costly changes at enormous scale. Instead of accepting failure, the students set out to create a practical "climate moonshot" plan: a list of research and development projects that, if funded with billions of dollars, could solve the full climate problem by making 24/7 green energy cheaper than fossil fuels and by investigating safe, affordable ways to reflect sunlight and cool the planet. Through classroom debate, student conflict, expert interviews, and documentary-style explanation, the film asks whether a small group of young people can help define the R&D agenda needed to save the planet after adults have failed to act at the scale required.

Opening Scene

Morgan Freeman-like Voice:

> *Is it possible to solve the climate problem with a surge of R&D in key areas;*
> *and if so, what are those areas, and how much might a "climate moonshot" cost?*
>
> {The question appears as text, from outer space, with Earth in the background.}

Scene: Climate science professor walks toward lecture hall

Student 1 on skateboard: Hello professor!

Professor: Hey!

Student 2 on bike: How's the planet doing?

Professor: Don't get me started!

Student 2 on bike: Jeez!

Scene: Climate science professor at lectern – "The World's Climate Plan"

Professor: Today, we're going to talk about the world's climate plan.

Professor summarizes the following videos while interacting with students. He includes a brief summary of the IPCC Science Report, the IPCC Mitigation Report, and the "bathtub problem".

What is The World's Climate Plan? [#21]
https://www.youtube.com/watch?v=9-nU31iTTUo *Video*
https://ma2life.org/g/video/Video21_Script.pdf *Script*

The Climate Solution is More R&D [#19]
https://www.youtube.com/watch?v=LGPGiIDZoDA *Video*
https://ma2life.org/g/video/Video19_Script.pdf *Script*

Student 3: Who pays to reduce global warming?

Professor: In theory, we need support from Consumers, Corporations, and Governments.

However, in practice, they don't participate. Especially at the scale needed.

We know this because carbon dioxide emissions keep going up. Not down.

Student 3: Why don't they reach for their wallets?

Professor: They have good reasons.

Consumers only spend money when they benefit, and they don't benefit when they reduce their own emissions. They are too small. Instead, they only benefit when the other eight billion people on the planet collectively reduce *their* emissions.

Companies need to compete with other companies, which means they need to keep costs down to maximize profit and maximize stock price.

And money that flows through Government is often redirected by powerful forces to further their own interests.

Ultimately, little is done for climate change.

Student 4: Are you saying the world's climate plan requires people to do things they won't do?

Professor: Yes.

Student 4: So, the world's climate plan is bad.

Professor: Economists prefer to use the term "realistic". Please permit me to use that word in a sentence. The world's climate plan is not *realistic*.

Student 5: Ok, so what's an example of a *realistic* climate plan?

Professor: If you can figure that out, I will give you an A for this class.

Student 6: What about breaking the climate problem into two different problems, and focus on each separately?

Professor: What are the two problems?

Student 6: Problem #1 is carbon dioxide emissions from fossil fuel combustion, and problem #2 is global warming.

Global warming is a separate problem since it is caused by 150 years of past carbon dioxide emissions, along with other things. Reducing carbon dioxide emissions has very little impact on global warming.

Professor: Ok, so how might you solve each problem?

Student 6: To solve problem #1, we need green energy to cost less than fossil fuel-based energy, so that people switch over to save money.

And to solve problem #2, we need an affordable and safe method for reflecting sunlight back into outer space, to offset warming, with cooling.

Professor: You're talking about research and development.

Student 6: Yes, we need more R&D, which is inexpensive compared to other climate related costs.

Professor: You are referring to "climate moonshot," which is a surge of R&D to solve the climate problem.

Student 6: That's it.

Professor: This has been suggested. However, no one has clearly defined what might be developed. If someone can figure that out, they can potentially save the planet from climate change.

Ok, class dismissed.

Scene: Students at lunch table – "Adults are crazy"

Student 1: The people working on the climate problem focus on reducing carbon dioxide emissions. However, the real problem is global warming.

In other words, our society is trying to solve the wrong problem.

So, here's my question.

Who is crazier, the people working on climate change, or the climate deniers?

Student 2: I think all adults are crazy.

Student 1: I agree. Yet aren't some crazier than others?

Student 3: I don't think it matters who is crazier than who.

The question is, how do we fix this?

Student 2: The Professor said we need a list of things, that if developed, would solve the entire problem.

Student 1: So, we need a shopping list for billions of dollars of R&D.

Student 2: Right. We're looking for billions to save trillions in climate related costs.

Student 2: Ok, so how might we create this list?

Student 3: I think we just need to ask the right people what they would do with billions of dollars in R&D spending authority, record what they say, feed the responses to AI, and ask AI to produce a summary document.

Student 2: What might we call this document?

Student 1: What about "A plan to save the planet from climate change."

Student 2: Can we get credit for this?

Student 1: Probably not.

Student 3: I think it would be cool if a few students could save the planet from climate change, after millions of adults tried and failed.

Student 2: Yea, that would be cool.

Student 1: Yea.

Student 2: Let's do it!

Students 1 and 2: Yea!

Scenes: Students develop a moonshot initiative – "The Interviews"

Students develop a climate moonshot initiative through a series of interviews. The follow video provides a sense of what this might look like.

Do We Need a $10B Climate Moonshot? [#20]
https://www.youtube.com/watch?v=ihTGiOEKrns *Video*
https://ma2life.org/g/video/Video20_Script.pdf *Script*