

Educating the Next Generation of Climate Change Agents

Climate change spares no one. Liberian government officials, on December 9, 2021, called upon all sectors of society to harness the impacts of climate change on agriculture, coastal zones, forestry, energy, waste management and fisheries. Speaker of the House Dr. Bhofal Chambers said:

“Global Climate Modeling (GCM) data indicates that the main annual temperature is projected to increase by 1.8 degree Celsius between 2040-2059, while monthly precipitation is projected to decrease by 1.3 mm per month in the 2040-2059 period,”

Speaker Chambers said, “While this is alarming, it requires our collective action and decision to make a change and save our environment. There’s no doubt that resilient and inclusive infrastructure can help change lives. And by changing our habits, as communities and people, we can surely tackle the climate emergency and build a sustainable [future],” he added. (1)

The pace of change has accelerated on planet earth—not only technologically but sociologically

and economically. As educators, we must heighten our motivation to keep pace with these rapid forces.

Fortunately, today's educational approaches emphasize not only information gathering but on processing and integrating that information to take action.

We teach not only *what* and *how*, but especially *why* to learn.

The learners, in turn, can explore future actions and mindsets that invite ingenuity and innovation. The factor that remains constant, integrity, must underly all the other processes if we are to succeed.

Launching new climate change agents today means teaching integrity, ingenuity and innovation, in that order.

It suggests we focus not on the degeneration of the atmosphere as much as on the *regeneration* of the earth and its resources. It emphasizes working together for the benefit of all living beings.

This course will offer updates on climate actions as they exist today, along with a foundational text for introducing the subject in the classroom.

The course provides suggestions for educators who want to prepare for that next step, as learning leaders in the climate change agent movement.

Offering a Definition

An astute 12-year-old learned how to address climate change issues in his community. When giving a talk about the topic at the local library, he said, "I've come to realize that climate change also refers to the social climate. We need to change the way we think about the things that happen in our community, so that all of us will work together to create change."

This reflects the growing awareness of the new generation of its role in regenerating the earth.

Before determining how to facilitate this change, educators may need to review their own understanding of the science of climate change.

To do so, read Unit 1 in the book *Climate Change Agents* (2) found in the curriculum section of www.fullcirclelearning.org/Educators. Then follow the updated information about current trends described within this curriculum.

Best of luck to you, as you pursue this important journey to unite your student around issue affecting an issue living beings on our planet.

Course Participants Will:

1. Review the supporting documents.
2. Respond to the Review Questions and submit responses to the instructor. (10 points)
3. Complete the practicum steps locally, for implementation with a current or future group of students.
4. Plan with fellow teachers to create a scaffolded unit.

Supporting Documents to Review (in this order)

- Classroom Climate Action
- Sample Climate Change Unit
- Cross Themes from the Syllabus
- Idea Bank of Climate Change Projects
- Review Questions

Advance your study, if you like, by perusing the three-part book, *Climate Change Agents*, in the Curriculum section at www.fullcirclelearning.org. A CD by the same name in the audio section includes songs to support student projects.

Click on:

[www.fullcirclelearning.org / Education/curriculum/climate](http://www.fullcirclelearning.org/Education/curriculum/climate)

www.fullcirclelearning.org/Education/audio/climate-change-agents

About Your Customized Curriculum

A climate change curriculum, carried out across a school, can galvanize students at multiple grade levels to abate the impacts of climate change or to promote regenerative practices in a community. You may want to expand your expertise on themes relevant to your community.

For masters level students only:

1. Add a Research Topic (worth 15 points)

Research one of the following topics. Write a final paper. Teach the peers in your cohort and conduct a Q & A. Invite suggestions about how to strengthen your research. Consider the following topics.

- Transportation and climate change: Mass transit, electric or less travel?
- Fisheries, overfishing and climate change
- Waste management, health, and climate change
- Making energy affordable
- Coming climate change careers for people in your country

Primary References

1. Cholo Brooks. Global News Network Liberia, Dec. 9, 2021.
2. Teresa Langness. Climate Change Agents. Fraser. 2008, pages 33-35.
www.fullcirclelearning.org/Educators/Curricula
3. Paul Hawkins. Regeneration: Ending the climate crisis in one generation. Penguin. 2021.
4. UN Environment Programme New strains of rice could address climate change; www.unep.org/news-and-stories/story/new-strains-rice-could-address-climate-change
5. Liberia National Curriculum PDF
6. David Herring, October 26, 2021. Climate Change: Global Temperature Projections NOAA: ClimateChange.gov