

Integrating Climate Change into your Curriculum

Amy Chovnick

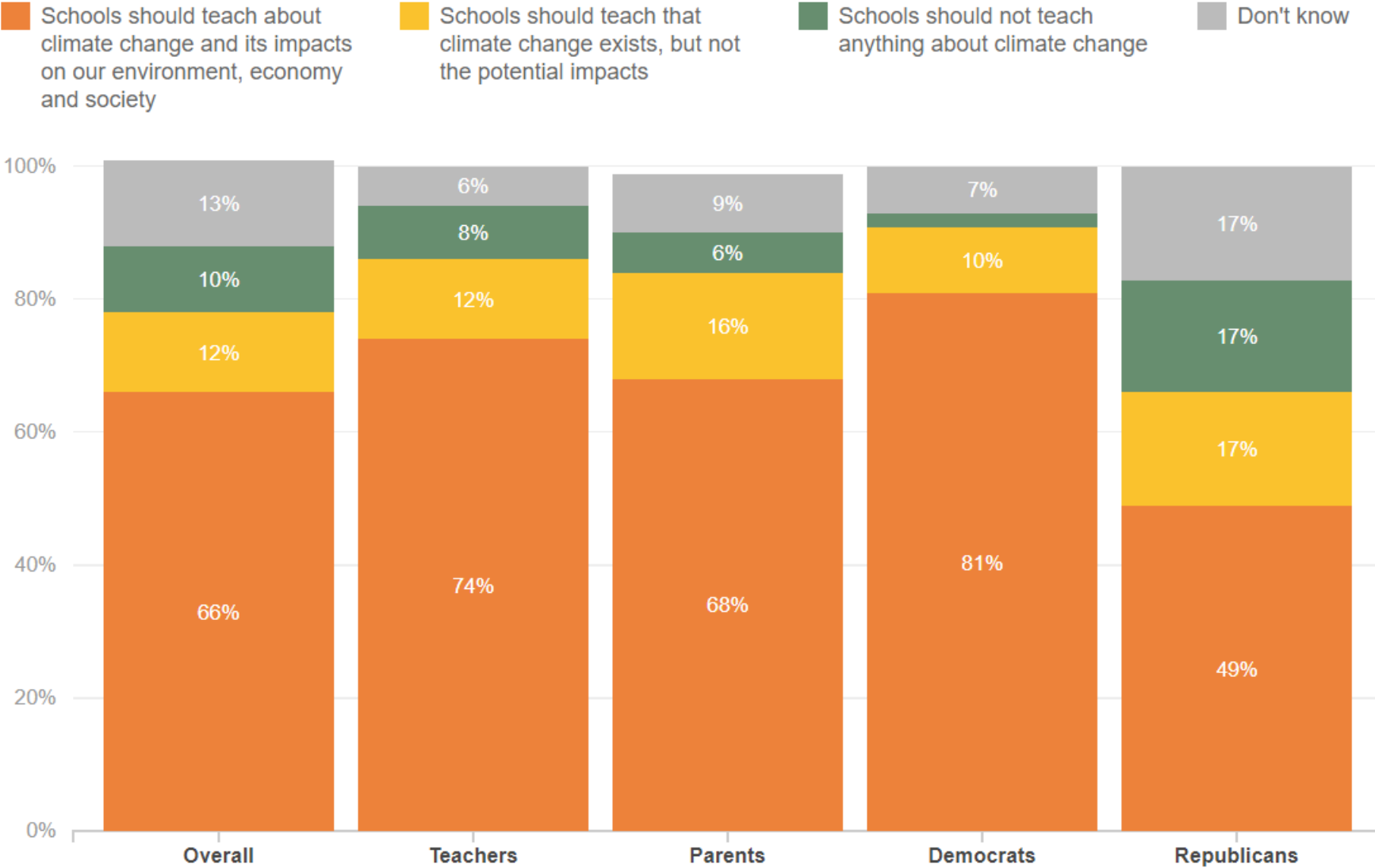
March 10, 2020 Flex Day

Clicker Question

Which of the following best describes you?

- A. I teach climate change in my class- it is part of the course outline
- B. I teach climate change in my class even though it is not part of the course outline
- C. I don't teach climate change
- D. I have thought about teaching climate change

Should Climate Change Be Taught In School?



Source: [2019 NPR/Ipsos polls of 1,007 U.S. adults conducted March 21-22 and 505 teachers conducted March 21-29](#). The credibility interval for the overall sample is 3.5 percentage points; parents, 7.3 percentage points; and teachers, 5.0 percentage points. Totals may not add up to 100 percent because of rounding. Credit: Alyson Hurt/NPR



Life altering topic they are not teaching
in school

Colleges too
are not
preparing
students to
deal with the
consequences
of climate
change



Climate change was optional to
learn about



Only briefly covered in class



Presented as up for debate



Not mentioned at all



Students who do learn about it feel outraged that
they didn't learn about it earlier or that it is not
required

The Fossil
Fuel Industry
has been
directing the
narrative

Science Skepticism

Denial- it doesn't exist

Occurring but it's a natural
predictable phenomenon

Occurring but it is not
anthropogenic

Yes, we are causing it but
there is nothing we can do

Think Pair Share
What are the
barriers to
teaching
Climate
Change?



Lack of expertise




Relevance to discipline-
leave it to natural sciences



Politically risky



No time



“The fact that we’re
leaving climate
discussions primarily to
the natural sciences is
itself part of the
problem”

Jennifer Atkinson

“I don’t want your hope. I
don’t want you to be
hopeful. I want you to
panic and act like your
house is on fire.”

Greta Thunberg

Integrating Climate Change into your curriculum



Ideas from other schools



Brainstorming



Share Out



Moving forward

UC Berkeley Interdisciplinary Approach



CLIMATE
CHANGE AND
THE FUTURE
OF CALIFORNIA

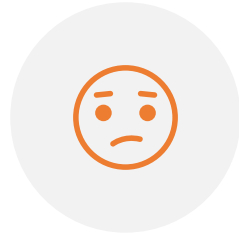


FOREST
ECOLOGIST,
ECOSYSTEM
SCIENTIST,
CIVIL
ENGINEER,
LAWYER CO-
TEACH



“BIG IDEAS”
CLASS THAT
ANY MAJOR
CAN TAKE“

University of
Washington-
Jennifer
Atkinson



COURSE:
[ECO GRIEF
AND CLIMATE
ANXIETY](#)




USES POETRY,
FILM AND
ARTS




“UNDERSTANDING
CLIMATE CHANGE
HAS BECOME A BASIC
LITERACY THAT’S
NEEDED TO
UNDERSTAND
EVERYTHING ELSE IN
THE 21ST CENTURY.”

Cal State East Bay Sustainability Overlay

- An “Overlay” is a CSUEB graduation requirement fulfilled by completing an [approved course](#).
 - SLOs:
 - Identify the environmental, social, and economic dimensions of sustainability, either in general or in relation to a specific problem.
 - Analyze interactions between human activities and natural systems.
 - Describe key threats to environmental sustainability.
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CSU Sustainability Pathways

- Chico State- [earn a certificate or minor while earning GE](#)
 - Northridge-[Principles of Sustainability](#)
 - Bakersfield-[GE theme S: Sustainability and Justice](#)
 - San Luis Obispo- [University Learning Objective](#)
- 



Brainstorming Session

Additional Resources

- [Teach Climate Change with These Graphs](#)
- [Teaching Climate Change Best Practices- National Center for Science Ed](#)
- [NOAA Planet Stewards Education Project](#)
- [Sustainability in CSU- The first Assessment of the 2014 Policy](#)
- [Incorporating Climate Change in Medical School Curriculum](#)



Closing Remarks