**Some Climate Science and Solutions Rationale Resources**

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“Many communicators of climate change focus on simply educating their audiences about climate change by providing more understandable information about the science. Others focus on the possible and mostly negative impacts of climate change to motivate people into action…the unsophisticated use of scary stories or images of the future just leads people to avoid feeling the unpleasant emotions such appeals evoke.” Instead Moser emphasizes the importance of “discuss[ing] solutions, practical help and realistic hope.”

Moser, Susanne C. "Talk of the City: Engaging Urbanites on Climate Change." Environmental Research Letters 1, no. 1 (2006).

“The combined acumen and involvement of all individuals, from regular citizens to scientific experts, will be needed as the world moves forward in implementing climate change mitigation and adaptation measures and promoting sustainable development. Young people must be prepared to play a key role within this context, as they are the ones who will live to experience the long-term impact of today’s crucial decisions.”

World Report:  Youth and Climate Change, United Nations, 2010.

"The traditional thinking on climate change education (CCE) in formal educational settings is limited to teaching atmospheric composition and processes from a natural science perspective. Climate science has traditionally been taught in geography (e.g. climatology) and earth science (e.g.meteorology). This part of CCE can be easily updated in primary and secondary education through cyclical revisions of the science curriculum,which take place in many countries about once every decade.  Climate change education, however, is greater than climate science...Mitigating as well as adapting to climate change is going to take far more than knowledge of the natural sciences."

Climate Change Starters Guidebook, UNEP/UNESCo, 2011.

AND last , but not least a foundational article in the realm of Environmental Ed:

"If environmental issues are to become an integral part of instruction designed to change behavior, instruction must go beyond an "awareness" or "knowledge" of issues.  Students must be given the opportunity to develop the sense of ownership and empowerment so that they are fully invested in an environmental sense and prompted to become responsible, active, citizens."

Hungerford, Harold and Trudi Volk, “Changing Behavior through Environmental Education,” Journal of Environmental Education 21, no. 3  (Spring 1990).