



Incorporating Climate Justice into Curriculum and Programming

Session Organizer: Lindsey Kirkland, Climate Generation

1:50 pm - 2:40 pm

Padlet Link: <https://ncboestc.padlet.org/estcworkshops2/tci9162sflzkovba>

Marginalized communities often face disproportionate impacts from climate change due to structural injustices in society, such as historical exclusion from decision-making and inequities in housing (i.e. lack of air conditioning, properties susceptible to flooding, few resources to adapt). Communities on the frontlines of climate impacts are often those creating the most innovative adaptive and mitigative solutions to climate change as well.

Discussion Questions

- How has the history of climate change research impacted our thinking, teaching, and learning about it and how do we need to reframe this thinking to incorporate justice-based teaching into our educational experiences?
- How does the climate movement connect to environmental literacy, and the environmental justice and social justice movements?
- How can we teach about the climate crisis in a way that connects to the community, centers the wisdom and experience of frontline communities, and creates inclusive educational experiences that confront social, economic, and racial disparities?

Three Things You Must Know:

- To solve climate change we need to act on racial and social injustice.
- Educators need support to address their personal bias, to bring justice-based education to the classroom, and to connect to credible resources that integrate justice into STEM education.
- There are many methods to integrating justice into STEM education and into classrooms in general.

Session Speakers

Lindsey Kirkland, Climate Change Education Manager at [Climate Generation](#)

Talyor Morton, Director of Environmental Health and Education at [WeAct for Environmental Justice](#)

Abby Randall, Deputy Director at [EcoRise](#)

Ava Winters, Intern at [Youth Environmental Activists Minnesota](#)

Background & Key Resources