

# Climate Change Education Partnership

Quarterly Newsletter, Summer 2016



## From the Alliance Office

We enjoyed seeing you all at our spring meeting at the Franklin Institute where we decided to focus over the coming year on Climate Change and Public Health. The Alliance Office looks forward to working with the CCEP projects to develop a new webinar series focusing on this theme. Over the next few months we will be discussing the webinar series on our monthly Alliance Council calls and planning for our meeting on Monday, Dec 12, 2016 from 2-6 pm in conjunction with the 2016 Fall American Geophysical Union Meeting.

Sincerely,  
CCEP Alliance Office

## Project Updates



CEP has continued its outreach efforts through events and social media. In the last few months, CEP co-hosted an event for Latino business leaders with the Hispanic Chambers of eCommerce, which served as the debut for CEP's new climate vulnerability maps and two economic resilience briefs.

CEP also co-hosted a business climate resilience roundtable with the San Diego Regional Chamber of Commerce, which featured companies discussing why and how they implement climate resilient strategies that make economic sense within operations and value chains. Looking ahead, Principal Investigator, Dr. Michel Boudrias, will be featured in Nature's July magazine on his climate change communication symposium

held at the 2016 AAAS conference.

Through our online collaborations with Key Influentials and their organizations, we have seen significant growth on our social media. On Twitter, CEP reached more than 20,000 people this year, as opposed to last year's reach of 460 people. CEP will continue to engage Key Influentials and their organizations online by releasing three new climate change impact movies, which combine the corresponding animated climate change impact video with live video clips of Key Influential leaders. Each video describes how climate change contributes towards increased risks, how to mitigate and adapt to that particular impact, and includes a personal story connected to events in San Diego County.



The Climate & Urban Systems Partnership (CUSP) is a project that seeks to change urban residents' understanding of and engagement with climate change issues in their city. A core group of climate scientists, learning researchers, and informal educators in four Northeast cities are developing and delivering programming with an approach to climate change education that is local, relevant, and solutions-focused. Working through local networks of community organizations, city government, education and cultural institutions, CUSP empowers residents to learn about local climate impacts and how they can prepare now to live well in a hotter, wetter climate.

CUSP created a short video for the National Science Foundation video showcase, called "Scenes from the CUSP - Changing Ideas about Climate Change". In the video we share our approach to climate change education, making

it local, relevant and solutions-focused and highlight a few of our educational activities. You can also see short interviews from program participants, suggesting that people are really engaged by the approach, and inspired to learn more about climate change.

We were happy and excited to learn we had been awarded Presenters' Choice and Public Choice for the video. [Watch the video here!](#)



The Maryland and Delaware Climate Change Education, Assessment and Research (MADE CLEAR) program has awarded funding to nine programs with initiatives aimed at improving sustainable climate change education on participant campuses.

The funding is an outcome of the MADE CLEAR Higher Education Summit held earlier this year. Each awardee received a \$5,000 mini-grant to initiate a project.

"The MADE CLEAR team is excited to be able to support institutional development of higher education programming to improve climate literacy," according to Jennifer Merrill, MADE CLEAR principal investigator (DE). "With these dynamic new programs, more students from a diverse suite of educational programs will be able to make the connections between their field of study and climate change impacts. These are critical skills for our young workforce to have at the ready when they graduate from our programs."

The 2016 projects selected are as follows:

- \* "Addressing Climate Change through Teacher Education," awarded to Anisha Campbell on behalf of The Terrapin Teachers program at the University of Maryland.
- \* "The Tidewater Project: A Faculty Development Workshop for Applied Liberal Arts Climate Change Learning," awarded to Barry Ross Muchnick on behalf of St. Mary's College.
- \* "Climate Change Evidence and Solutions: An Elective for the Interprofessional Health and Service Provider," awarded to Robyn Gilden on behalf of UMB School of Nursing.
- \* "Increasing Capacity for Climate Change Education across the Curriculum at Loyola U of MD," awarded to Bernadette Roche on behalf of Loyola University Maryland.
- \* "Creation of Baltimore Higher Education Climate Consortium," awarded to Germán Mora on behalf of Goucher College.
- \* "Making Climate Change Socially Relevant through Curricular and Co-Curricular Activities at Goucher College," awarded to Meredith Durmowicz on behalf of Stevenson University.
- \* "Infusing Climate Change across the Curriculum," awarded to Don Hayes on behalf of University of Baltimore.
- \* "Capitol Climate Day: Undergrads learn about climate change and teach youths; teach competition for solutions," awarded to Nayef Abu-Ageel on behalf of Capitol Tech University.
- \* "Coastal Resiliency Design Studio: Creating landscape architecture courses that integrate sustainable design, energy efficiency and resilience to climate impacts," awarded to Stephanie Swartz on behalf of the University of Maryland at College Park.



NNOCCI to Pilot 3 Regional Study Circle Models in Spring 2017  
Article by Kait Birghenthal August 11, 2016

For the last 7 years, the National Network for Ocean and Climate Change Interpretation (NNOCCI) has convened informal science educators and early career scientists from around the country to participate in Study Circle cohorts to become skillful strategic framers. As the National Science Foundation's funding of the NNOCCI project comes to a close, there is still a great deal of work to be done in order to change the national dialog on climate change and ocean sciences. In order to continue these conversations, NNOCCI has recently selected three groups of Alumni from across the nation, which will spearhead the new Regional Training Model. This Model will decentralize NNOCCI training and continuing education to help reduce cost, decrease participation barriers due to travel, and deepen the regional connections between Alumni and Scientists in the area.

In order to bring this concept to fruition, NNOCCI's 300+ nationwide Alumni were asked to forge pilot regions, based upon geographic features, such as shared watersheds. Pilot regions were picked for a variety of reasons, including demonstrated interest and need, proven support across their Alumni community, and strength of the application. The three groups that were ultimately selected include the Northeast, Southeast, and Central California.

In September, the selected regions will send their 5-person teams to a Leadership Retreat, where they will work with NNOCCI staff to shape the structure and curriculum of this course. The ultimate goal is to keep the strength of the existing in-person Study Circles, whilst also transitioning a portion of the material to an online course. Each team will work to build self-sustaining communities of informal science educators and scientists working to engage the public in climate change conversations. These communities will be committed to interpreting climate change using tested NNOCCI framing strategies and sharing lessons learned. Teams will also be tasked with developing regionally relevant interpretive messaging and scientific resources, while ensuring continued training opportunities to engage practitioners at the novice, skillful, and expert levels.



During a four to six month period in the spring of 2017, each team will offer a Regional Study Circle. Each Regional Study Circle will be comprised of five to ten pairs of participants from local organizations of informal science educators. Regions are also encouraged to partner with local science research organizations to facilitate field trips, which will enable immersive science experiences that build educators' confidence, as well as their understanding of local climate impacts. At the conclusion of each Regional Study Circle, the goal is for each new Alumni to achieve framing at the skillful level.

In recognition of their contributions on this endeavor, each team lead's home institution will receive a stipend of \$2,000 or \$4,000 (commensurate on expected time commitment). Additionally, some monetary support will be provided from the centralized arm of NNOCCI for relevant supplies and travel.

In the summer of 2017, NNOCCI will host a follow-up Leadership Retreat to discuss the outcomes of these first pilot trainings. Successes and challenges will be assessed in order to plan for future iterations of this Regional Training Model.



Pacific Islands Climate Education Partnership (PCEP) supported the development of three bilingual texts from PREL's Language & Content (L&C) Learning Across the Curriculum project, which is a multi-year effort in Chuuk State, Federated States of Micronesia, funded by the Chuuk Department of Education (CDOE). The project focuses on how language plays an important role in learning across content areas to support academic success. PREL works closely with a core group of CDOE staff to build their capacity in addressing academic language and literacy learning in both the local language and English.

One output of this project is the development of locally relevant [bilingual texts for kindergarten \(K5\) to grade 8](#). The texts build language and literacy skills in the local language and English, through topics important to students, their communities, and Chuuk. There are four texts in each grade, and each text focuses on a topic from one of the following themes: traditional stories/legends; environment/climate change; plants and animals; and daily island life.



CDOE and PREL staff present some of the L&C texts in big book format. Top row, from left to right: Maria Paz William-Saimon, Johndy Nakamura, and Kuliano Raymond. Bottom row, from left to right: Rickalyn Chiwi, Dorsalina William, and Ledytha Rhaym Lippwe

Three texts in particular are co-sponsored by PCEP: *Pwórausen Fáán Nááng (Weather)*, *Ráás me Efen (Seasons)*, and *Íráán wón Fénúweei (Plants on My Island)*. The former text is written at the K5 level (equivalent to Kindergarten or Early Childhood Education), and the latter two at the grade 1 level. All of these three texts are written in Chuukese and English. These texts can be used to build students' understanding on weather, climate, and the environment, which is foundational to more complex concepts related to climate change at upper grade levels.

For example, *Pwórausen Fáán Nááng (Weather)* gives K5 students the tools to talk about weather now, to make observations in the past, and to predict for the future. Such tools include formulaic sentences that are emphasized through repetition in the text, such as *Ifa pwórausen fáán nááng ikánáái?* (How's the weather today?) By developing K5 students' skills in observing and comparing weather at relatively short scales (i.e., immediate past and future), this provides a foundation for understanding climate patterns and change at much longer scales (i.e., 30 years).

Each text is conceptualized and written by CDOE staff, with technical assistance from PREL on brainstorming, writing, and reviewing; local knowledge from community members to enhance the content; and technical assistance from Island Research & Education Initiative on reviewing, layout/illustration, and printing logistics. The first round of development and publishing has produced seven books and two posters. PCEP staff provided additional resources to support content enhancement, review, and illustration for the three aforementioned texts.

*Report by Dr. Emerson Lopez Odango, with assistance from Emily Lam and Dorsalina William; photo courtesy of Diana Manuel*



The PoLAR Partnership is excited to announce the winner for the Games for Change Climate Challenge: [Eco](#), by Strange Loop Games! Eco challenges players to collaboratively build a civilization in a virtual world where everything one does affects the ecosystem. The game is focused on creating the social systems, policies, and scientific understanding needed to effectively address climate change. The Climate Challenge, sponsored by PoLAR and Autodesk, generated 55 digital game prototype submissions. Four finalists presented their game concepts to a panel of experts, including PoLAR PI Stephanie Pfirmman, NASA Goddard Institute for Space Studies Director Gavin Schmidt, and CEO of Fay Games Ira Fay, during an on-stage pitch event at the 2016 Games for

Change Festival in NYC. The developer of Eco, John Krajewski, was awarded a \$10,000 prize to support further development of the game.

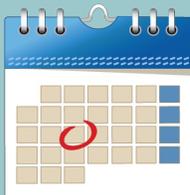
Co-sponsorship of this challenge with the Autodesk software company represented a significant step in furthering PoLAR's goals of reaching diverse audiences. Autodesk tools are used by a wide variety of professionals in the media and entertainment industry, for whom climate change may not be a familiar topic. In addition to engaging media and entertainment professionals, including game designers, on the issue of climate

change, PoLAR sought to encourage the use of games as effective tools for climate change education and communication among scientists, educators, and students. In total, the game submission form was viewed over 850 times by individuals in 58 different countries. Based on the submission forms 18% had no prior game design experience 47% had no prior experience developing social impact games and 50% had no prior experience working on issues related to climate change.



## Save The Date!

**CCEP Fall Council Meeting**  
December 12, 2016.



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