

Clara Hensley Annotated Bibliography

Atkinson, Jennifer, and Sarah Jaquette Ray. *"The Existential Toolkit for Climate Justice Educators: How to Teach in a Burning World."* <https://www.existentialtoolkit.com/>, 14 May 2024. Accessed 10 January 2025.

In this book, two activists are sharing their experiences and advice on teaching to prevent doom spirals. They discuss how living in such a scary time is often seen as too daunting for students when presented blankly, meaning that instead of feeling empowered they shut down. I found the analysis of student reaction to be a helpful guide to developing and editing the lessons that I've already written to help drive people to feel motivated instead of defeated. The book also included a chapter that I found helpful to explaining these values to adults. It explained how many adults tend to dismiss climate solutions as something out of reach or unable to attain, so just as much as you are trying to inform students, you have to inform faculty when teaching about climate action.

Bigelow, Bill. *"Teaching for Climate Justice."* A Rethinking Schools Collection, p. 50, https://rethinkingschools.org/wp-content/uploads/2022/11/Teaching_For_Climate_Justice.pdf?utm_source=Rethinking+Schools+Email+Updates&utm_campaign=f37b8cee35-EMAIL_CAMPAIGN_2022_11_16_09_39&utm_medium=email&utm_term=0_e1301bde3b-f37b8cee35-%5BLIST_EMAIL_ID. Accessed 13 January 2025.

This journal for me was a collection of advice. It's something that after reading, I was excited to share with presenters and recommend sections for further reading. It explains

for classroom teachers how to teach complex topics within the climate justice movement. While it doesn't always have an exact lesson plan, I found that this journal was a good starting point to show different ways to approach these complex topics without just playing a video. While reading this I found that the best solution to teaching climate change isn't to over explain. Often to best teach about social issues, is to let students come to their own conclusions on matters of how to make change. This journal helped me to find the balance in a lot of my pre-written lessons between understanding the science and social constraints of the climate justice movement.

National Oceanic and Atmospheric Administration. Climate.gov Home, <https://www.climate.gov/>. Accessed 1 December 2024.

Climate change is rooted in science. While I don't plan on my event being completely involved in the science side of the climate crisis, I do want people to walk away with a better understanding of what is happening when they hear "global warming" or "climate change". The National Oceanic and Atmospheric Administration has created a good resource guide that contains a lot of explanations of these terms and the science that has gone into them. This resource is something that I plan to use during the event to provide reliable and relevant information, but is also something that I plan to utilize as a way for interested individuals to continue learning.

Kummer, Frank. “*Biden bans oil and gas drilling off N.J. coast as Trump readies to take office.*”

<https://www.inquirer.com/science/climate/biden-bans-offshore-drilling-new-jersey-coast-20250106.html>. Accessed 7 January 2024.

A lot of the lessons I plan to try and include revolve around understanding Philadelphia. Recently, all offshore coal oil and gas were banned at a federal level. This sounds like it wouldn't impact Philadelphia as it's not on an ocean, but in a large fracking producing state, this could have a big impact on the surrounding area which would change our energy market. This situation is still a hypothetical, but it is something that Philadelphia will continue to be thinking about. In the lessons I've written, I have chosen to rely on a lot of outside resources. I am not an expert and am still learning just as much as anyone else is. Finding developments and articles like this have helped me to shape these localized lessons and develop ways to hopefully help get students engaged in what is going on around them.

Need Project. “*NEED Curriculum Resources.*” *need.org*,

<https://www.need.org/educators/curriculum-resources/>. Accessed 30 November 2024.

The Need Project is a program that has supported me a lot throughout my experience in learning about climate science. They have developed climate science based games that are designed to work for all age groups. When developing the lessons for my climate in engineering mini unit for CTE Engineering 12, many of my activities stemmed from games and lessons I've participated in from the Need Project. I plan to re use a lot of these activities and potentially invite the students who I led these activities with to teach

them. The hardest part of my capstone will be getting individuals to put the time and effort into making a lesson. If I can provide lessons that they can adapt and teach, I can help to control the materials being taught and make them engaging through the Need Projects reservoir of curriculum resources.

Malm, Andreas. *How to Blow Up a Pipeline*. Verso Books, 2021.

This book was first recommended to me by SLA graduate Ruby Kirk. She said that it was something that really inspired her and made her reflect on community activism. After reading the book, I felt a new found connection to the activism I had taken a part of. I realized that the limitations of symbolic activism need to be extended. What if we blew up pipelines? What if we made radical change through force? While the book did not lead me to start a great plan to start building explosives, it provided me with good thought to ask myself how I could make change more directly. Creating more interest in the climate justice movement is something that needs to happen. This event will hopefully allow me to most effectively impact the SLA community and help students and faculty get involved in change. While I don't encourage anyone to blow up pipelines, I do think that there is value to the thought experiment that Malm provides. What if we did? That is what makes my capstone possible, the "what ifs".

Penn Climate Week. "*Penn Climate Week Archives*." climateweek.provost.upenn.edu.

Annually, UPenn has an event called Climate Week. Though I've never been able to attend in person, this has been a big inspiration for my capstone. During this week, the sustainability team at Penn gathers professionals in climate science to come together and help teach the community about ways they can learn about climate change and learn about taking action. In designing my capstone, I spent a lot of time reviewing previous Penn Climate Week lectures and talks to find ways in which I can incorporate these ideals that have been tested and successful for that program. I wish to pull a lot from these archives and find ways to utilize the ideas and themes from the recorded events and discussions to help give guidance to my capstone.

Penn Carey Law. "*Facing Climate Change with Optimism.*" law.upenn.edu, 27 April 2022, <https://www.law.upenn.edu/live/news/14714-facing-climate-change-with-optimism>. Accessed 7 November 2024.

This is an article that I read when it was first released in 2022. When thinking about my capstone ideas, I kept circling back to this article, reading it over and over again. It was on my mind as I was working on my first capstone idea, a policy based project, and then as it rapidly changed into a teaching event. At the core of both capstone ideas, I knew that I wanted people to leave being both more informed about the climate crisis and feeling hopeful that there are solutions available to us. But that's a hard balance to maintain. This article talks about the way a college course managed the balance and it's something that I want to reflect in my capstone. It is very much okay to feel overwhelmed about the climate crisis, but we can utilize those feelings to drive change. The climate justice

movement is powered by optimistic individuals who know that change is possible. I want everyone to walk away with that value and the values taught to me by this class.

Philly Eco Guide. “*Environmental Orgs.*” Philly Eco Guide,
<https://phillyecoguide.com/environmental-orgs/>. Accessed 16 January 2025.

This is a cumulative list of Philadelphia based organizations and local chapters that I plan to utilize to help bring in more presenters. A large part of my capstone plan is to bring the outside climate justice and climate action communities into SLA. This list is a good starting point to help connect to a lot of these organizations that are fighting climate change at a local level. As someone with some experience in organizing, I am able to have some connections, but using this resource list, I will be able to connect with more people who I wouldn’t have known before to find different perspectives on activism that can connect to more students.

Sanchez, Leslie. “*Environmental Research Letters.*” Multi-hazard risk in socially vulnerable communities across the United States, 2025.

This research journal explains how climate change is impacting different communities at different rates. In more sparsely populated areas, the effects of the climate crisis are less visible than in a city or urban area. As students from Philadelphia, one of the key takeaways I want people to come out of this event with is that climate change is happening now. This research journal shows scientifically that temperatures are rising

faster in the United States in cities compared to rural areas. Additionally, the research shows how different populations and minorities are impacted by the climate crisis. I hope to use this information to help contextualize to students how they are affected by climate change differently to drive them to want to take action.