



Climate Justice

Competency

Educators will learn about climate change's disproportionate impact on some population groups (e.g., People of Color, Indigenous people, individuals with disabilities, and those in under-served and under-resourced communities) and how to develop solutions to advance equity.

Key Method

Educators will expand their awareness about climate justice by creating an action plan or a lesson plan to promote environmental justice.

Method Components

Key Definitions

Equity means fairness and justice with a focus on outcomes that are most appropriate for a given group. Equity recognizes different challenges, needs, and histories. Equity differs from “diversity,” which means variety (the presence of individuals with various identities). It is also not “equality” or “same treatment,” which doesn’t consider differing needs or disparate outcomes. Systemic equity involves a robust system and intentional actions that create, support, and sustain social justice.

Racial Justice is the systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes. Racial justice or racial equity goes beyond “anti-racism.” It is not just the absence of discrimination and inequities but also the

presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures.

Social Justice is a goal - a vision of society in which: Distribution of resources is equitable, all members are physically and psychologically safe and secure, and individuals are self-determining and interdependent.

Climate Justice recognizes and seeks to remedy the disproportionate impact of climate change on under-served communities, communities of color, and other marginalized groups around the world—the people and places least responsible for fueling climate change.

Racial and Social Justice and Climate Change are interconnected and cannot be addressed as separate issues. As we explore climate justice, it is important to realize that these issues are intertwined. As educators learn about climate justice and apply what they learn in their school community, they may consider the [NEA Racial Justice Education Framework](#). First, educators can increase their awareness about the intersection of climate change and racial justice. Next, educators can build the capacity of their students, colleagues, and communities to address climate inequities. Finally, educators can help lead and promote climate action that prioritizes the voices of students and communities most impacted by climate change.

NEA Racial Justice in Education Framework includes the following three elements:

- **Awareness:** Develop and strengthen our collective awareness and understanding of the causes and impacts of systemic (institutional and structural) racism in education and the necessity for racial justice and the centrality of racial justice in achieving NEA's mission.
- **Capacity building:** Equip and prepare members and leaders with skills to use the strategies to take action to advance racial justice.
- **Action:** Equip members and stakeholders with tools and skills to advocate, organize, and mobilize to disrupt institutional racism and advance racial justice in education.

Equity and Climate Justice

History

To address inequities, we can learn from Indigenous peoples who have a deep relationship with the land, the environment, and other natural elements integral to their cultures, knowledge, and livelihoods.

Colonization and climate change are deeply intertwined. European colonization, known as colonialism, led to large-scale land modifications, the displacement of Indigenous peoples, and the enslavement of African people. These actions contributed to the increase in greenhouse gas emissions and the unequal distribution of the impacts of climate change, including severe weather changes.

To address the climate crisis, we need to understand the relationship between colonization and climate change. We must also address the root causes of climate injustice, such as inequity, marginalization, and unsustainable development.

Here are some examples of how colonization has contributed to climate change:

- The clearing of forests for plantations and other development projects that released carbon dioxide into the atmosphere;
- The extraction of fossil fuels, which contributes to the rise in greenhouse gas emissions;
- The displacement of Indigenous peoples that disrupted their traditional ways of life, which often depended on sustainable practices; and
- The enslavement and forced labor of Africans, contributing to the destruction of natural ecosystems and scaled unsustainable practices, such as the development of systems that prioritized short-term profits over long-term environmental sustainability.

The impact of climate change is not equal when it comes to countries and population groups. Developed countries, which have a disproportionate share of the world's wealth and resources, have emitted most of the world's greenhouse gases. However, climate change's impact is felt most acutely by developing countries, in the Global South, and in marginalized communities and population groups.

To address the climate crisis, we need to take action to reduce greenhouse gas emissions and address the root causes of climate injustice. This includes providing economic, developmental, and other support to developing countries so that they can adapt to the impact of climate change and transition to a low-carbon economy. It also includes addressing equity issues that have been at the root of the climate crisis.

Understanding the relationship between colonization and climate change is critical to addressing the global climate crisis and achieving a just and sustainable future.

Advocacy

Climate change is a complex issue that requires a variety of perspectives to address effectively. Individuals, communities, and organizations can advocate for climate change.

Individual Responsibilities

- Listen and learn about climate disasters.
- Advocate for the needs of your community.
- Influence people in positions of power.

Community Engagement

- Determine who is already doing this work in your community.
- Learn how to gather people with multiple perspectives.

Organizational Actions

- Determine who is already doing this work at the local, state, or national level.
- Learn how partnerships can be developed between local associations, unions, and nonprofits to advance common agendas.

Climate Justice Defined

Climate justice is a concept that seeks to address the unequal distribution of climate change impacts and the underlying social, economic, and political factors that contribute to it. It recognizes that those most vulnerable and the least responsible for climate change often bear the most significant burden of its consequences.

At its core, climate justice is about equity and fairness in addressing climate change. It recognizes that there are historical and current inequalities in the distribution of greenhouse gas emissions and the impacts of climate change. For example, developed countries have historically contributed the most to global emissions. Still, developing countries often bear the brunt of the impact of climate change, such as sea level rise and extreme weather events.

Climate justice also recognizes the intersectionality of climate change with other social justice issues, such as poverty, race, gender, and the rights of Indigenous peoples. It acknowledges that marginalized communities are often disproportionately affected by climate change, and that's why their voices and perspectives must be included in the decision-making processes related to climate change.

In practice, climate justice involves taking action to address these inequalities by supporting adaptation and mitigation efforts in vulnerable communities, providing access to resources and technology, and addressing the root causes of climate change, such as unsustainable development practices and consumption patterns. It also involves promoting equity in transitioning to a low-carbon economy, ensuring that the costs and benefits are distributed fairly and that workers and communities are not left behind.

Climate Justice in Schools

Communities of color, under-served communities, people with disabilities, under-resourced urban and rural communities, and other marginalized groups and people bear the greatest burdens from negative climate impacts, such as increased exposure to pollution and greater vulnerability to extreme weather.

According to the [K12 Climate Action Plan's section on Advancing Equity](#), "Any climate actions or solutions must prioritize, elevate, and engage these communities and groups to advance equity and environmental justice. Given their experiences with the impact of climate change and environmental injustice, these communities have crucial insight into climate solutions. They must be at the helm of climate actions in and out of schools."

Climate Events and Equity Issues

Climate events and equity issues vary by region. The following climate-related incidents can disproportionately impact communities and further exacerbate inequities:

- Extreme cold and heat (the lack of infrastructure for warmth and cooling);
- Hurricanes and flooding;
- Tornadoes;
- Drought conditions and the lack of access to clean water;
- Earthquakes;
- Wildfires;
- Energy consumption and improper waste disposal;
- Disruption of food supplies;
- Poor air quality issues; and
- Uncontrolled invasive species.

Climate and Mental and Physical Health

Community-Based Environmental Trauma

Climate change can significantly impact people's mental health and well-being and result in traumatic experiences for students, their families, and communities.

Trauma is a response to a deeply distressing or disturbing event that overwhelms an individual's coping ability. Climate events—such as extreme weather conditions, the loss of homes and property to floods or fires, food and water insecurity, and displacement from communities—can lead to increased trauma. The effects of climate change can be particularly severe for those who are already vulnerable, traumatized, or marginalized.

Climate-change-induced trauma can trigger a host of mental health challenges and conditions, including depression, anxiety, post-traumatic stress disorder (PTSD), and other stress-related disorders. This kind of trauma can also affect people's physical health through increased rates of chronic illness, substance abuse, and suicide.

It is important to note that trauma from climate change is not limited to those who experience the direct impact of extreme weather, such as natural disasters. Climate change can also lead to a sense of powerlessness, hopelessness, and despair. This is known as [eco-anxiety or climate anxiety, which is the fear and distress related to climate change's current and future impact](#).

Addressing mental health issues in a changing climate, especially for young people, is crucial to building resilience and promoting well-being. This includes providing access to mental health services and support, building community resilience, and addressing the root causes of climate change and social inequality. It is also important to raise awareness and engage in collective action to address climate change and its impacts on mental health.

Health Inequities

The [World Health Organization](#) describes health inequities as “systematic differences in the opportunities groups have to achieve optimal health, leading to unfair and avoidable differences in health outcomes.”

Climate change can impact community health and further exacerbate existing health inequities. Structural racism, specifically anti-Black racism, contributes to the foundations of the inequities we see across our society, including health outcomes. These structural inequities—as evidenced by explicit policy decisions, such as segregation and “redlining”—have the impact of sorting people into “resource-rich”

and “resource-poor” neighborhoods based on race, religion, and socioeconomic status.

One’s zip code determines access to food, water, schools, environmental hazards, social networks, and more. Studies show that structural inequities lead to preventable health metrics, such as life expectancy differences. (Source: [Social Conditions as Fundamental Causes of Health Inequalities](#)) Dr. Robert Bullard, a longtime leader in the fight for climate justice, has famously said, “Your zip code is the most powerful predictor of health and well-being.” Residential segregation is a root cause of racial disparities in health.

Here are a few examples that highlight the impact of residential segregation on health outcomes:

1. **Access to quality health care:** Residential segregation can lead to disparities in access to quality health care. Communities of color often have limited access to health care facilities, including hospitals, clinics, and primary care providers. This lack of access can result in delayed or inadequate health care, leading to poorer health outcomes and higher mortality rates among marginalized populations and groups.
2. **Environmental exposures:** Racially segregated neighborhoods, particularly those inhabited by People of Color, often face environmental injustices, such as higher levels of pollution, proximity to hazardous waste sites, and limited access to green spaces. These environmental exposures can contribute to adverse health outcomes, including respiratory diseases, cardiovascular issues, and increased rates of certain cancers.
3. **Socioeconomic disadvantages:** Residential segregation can perpetuate socioeconomic disadvantages—segregated neighborhoods often experience limited economic opportunities, higher poverty rates, and lower-quality schools. These socioeconomic disadvantages are associated with a range of health disparities, including higher rates of chronic diseases and infant mortality and reduced life expectancy.
4. **Social determinants of health:** Racially segregated neighborhoods may lack essential resources and services that contribute to overall well-being, such as access to healthy food options, safe recreational areas, and quality education institutions. These social determinants of health significantly influence health outcomes and contribute to disproportionate levels of obesity, chronic diseases like diabetes and hypertension, and low levels of educational attainment, which, in turn, impact long-term health.
5. **Stress and psychosocial factors:** Segregation can also contribute to chronic stress and psychosocial factors that negatively affect health. Marginalized individuals living in segregated neighborhoods may face discrimination,

social isolation, and limited social support networks. These factors can increase the risk of mental health disorders, cardiovascular diseases, and other stress-related health conditions.

Intersectional Environmentalism

Intersectional environmentalism is a framework that recognizes the interconnectedness of social justice issues—such as race, gender, and class—with environmental issues. It acknowledges that marginalized people and communities are often disproportionately affected by environmental problems and advocates for their voices and experiences to be centered on environmentalism and climate action.

In 2020, Leah Thomas coined the term “intersectional environmentalism” in response to the lack of diversity and inclusion in the mainstream environmental movement. Intersectional environmentalism emphasizes the need for a more inclusive and diverse environmental movement that addresses the root causes of environmental issues and recognizes the systemic oppression and inequality that perpetuates them.

At its core, intersectional environmentalism recognizes identities and how they are connected and shape our experiences with the environment. For example, a Black woman living in an under-resourced community may be exposed to more pollution rates and environmental hazards than a White woman living in a wealthier community. An intersectional environmental approach recognizes that race, gender, and class intersect and shape environmental experiences and outcomes.

Intersectional environmentalism also emphasizes the need for collective action and solidarity across social justice movements, which involves recognizing that environmental issues are not separate from social justice issues and that addressing one requires addressing the other. It also means building relationships and coalitions with other social justice movements to create meaningful, inclusive, and sustainable change.

This framework, which Thomas discusses in her book, *The Intersectional Environmentalist: How to Dismantle Systems of Oppression to Protect People + Planet*, urges an inclusive and equitable environmental movement that centers the voices and experiences of marginalized communities and people as a way to address the root causes of environmental problems.

Tips for Finding and Using Reliable Data Sources for Environmental Justice Issues

There are many reliable data sources for climate justice issues. These are some examples that can offer a starting place for research:

1. **Government agencies:** Look for data from government agencies, such as the Environmental Protection Agency (EPA), the Department of Health and Human Services (HHS), and the Centers for Disease Control and Prevention (CDC). These agencies have a wealth of data on environmental hazards and health impacts.
2. **Nonprofit organizations:** Many nonprofit organizations focus on environmental justice issues and provide valuable data and research. Examples include the Natural Resources Defense Council (NRDC), the Sierra Club, and the Environmental Defense Fund (EDF).
3. **Academic institutions:** Universities and research institutions often conduct studies and collect data on environmental justice issues. Look for research papers and reports from Harvard University; the University of California, Berkeley; and the National Institute of Environmental Health Sciences.
4. **Data portals:** Several online data portals provide access to environmental data. For example, the Environmental Data Gateway provides access to data from government agencies and other sources. In contrast, the Environmental Justice Screening and Mapping Tool provides information on environmental hazards and demographics at the community level.
5. **Community-based organizations:** Local community-based organizations often collect data on environmental hazards and impacts in their communities. These organizations can provide valuable insight into the lived experiences of people affected by environmental injustice.
6. **International organizations:** Global organizations, like the World Health Organization (WHO) and the United Nations Environment Programme (UNEP), provide data and research on environmental justice issues.

Note: Always verify the credibility of your sources and use multiple sources to cross-check and verify the data.

Supporting Rationale and Research

K12 Climate Action Commission. (2021). [K12 Climate Action Plan 2021](#). The Aspen Institute: Washington, DC.

Agrawal-Hardin, N., & Green, M. (October 10, 2022). "STUDENT VOICES: [Why education must lead in addressing climate change.](#)" The Hechinger Report.

Akopian, N., Faggert, M., & Schifter, L. (2022). [K12 Education and Climate Provisions in the Inflation Reduction Act.](#) The Aspen Institute: Washington, DC.

Katz, E., Neuberger, J., & Schifter, L. (2022). [Education and Climate Provisions in the Infrastructure Investment and Jobs Act.](#) The Aspen Institute: Washington, DC

Katz, E., Schifter, L. & La Pinta, A. (2020). [A State Policy Landscape: K12 Climate Action.](#) The Aspen Institute: Washington, DC.

Braveman PA, Cubbin C, Egerter S, Williams DR, Pamuk E. [Socioeconomic disparities in health in the United States: what the patterns tell us.](#) American Journal of Public Health.

Thomas, Leah. (2023). [Intersectional Environmentalist: How to Dismantle Systems of Oppression to Protect People + Planet.](#) SOUVENIR PRESS LTD.

Resources

General Resources for Climate Change

[Climate Change and Children's Health and Well-Being in the United States Report | US EPA](#)

[Climate Change Education Hub](#)

[Climate Literacy: The Essential Principles of Climate Science](#)

[K12 Climate Action Plan](#)

[Questions to Help You Start Taking Action](#)

[The Most Important Thing You Can Do to Fight Climate Change: Talk About It.](#) Ted Talk.

[New Jersey Climate Change Standards](#)

[Probable Futures website](#)

[Research and resources from the Harvard Center for Climate Health and the Global Environment.](#)

[United Nations: What Is Climate Change?](#)

[Yale Center for Climate Communications](#)

Equity

[Podcast - Temperature Check - Grist](#)

[WGII Summary for Policymakers Headline Statements | Climate Change 2022: Impacts, Adaptation and Vulnerability](#)

Action Plans

[Advancing Equity Action Plan](#)

[Educator Advocacy Toolkit](#)

[Menu of Climate Solutions](#)

Advocacy

[Climate Justice Advocacy](#)

[ENVIRONMENTAL & CLIMATE JUSTICE | NAACP](#)

[5 Great Examples of Nonprofit Calls to Action | NonProfitPRO](#)

Act Now: [The UN Campaign for Individual Action | The United Nations](#)

Racial and Social Justice

[Racial Justice in Education Framework | NEA](#)

Climate Events and Equity Issues Vary by Region

[Climate Change Indicators: Weather and Climate | EPA](#)

[Extreme Weather | USDA](#)

[What Is Climate Colonialism? What to Know About Why Climate Change and Colonialism Are Linked.](#)

Embedding Climate Change into Our Schools

[K-12 Climate Change Lessons by Teachers | Subject to Climate](#)

[Environmental Justice: Why We Should Teach it and How to Get Started | NEA](#)

[The Influence of Climate Change on Extreme Environmental Events | National Geographic](#)

[Mobilizing across early years, K-12, higher education, and children's media | Aspen Institute](#)

Climate and Physical/Mental Health

[Climate anxiety in children and young people and their beliefs about government responses to climate change: a global survey](#)

[Climate Change and Mental Health Connections | American Psychiatric Association](#)

[Why mental health is a priority for action on climate change | World Health Organization](#)

[Urgent need to address mental health effects of climate change, says report | American Psychological Association](#)

Data Sources for Environmental Justice Issues

[NRDC](#)

[UN Environmental Programme](#)

[World Health Organization \(WHO\)](#)

Submission Guidelines & Evaluation Criteria

To earn this micro-credential, you must receive a passing score in Parts 1 and 3 and be proficient in all components in Part 2.

Part 1. Overview Questions (Provides Context)

(200-400 words)

Do not include any information that will make you identifiable to your reviewers.

Please answer all of the following questions:

1. What should we know about your community, location, or situation that will provide context for your work?
2. What is your current understanding, interaction, or participation level in marginalized communities?
3. What are the population, demographics, relevant cultural information, urban or rural setting, and special considerations regarding student characteristics?

Passing:

Educator identifies multiple areas for context and explains their perspective.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following artifacts as evidence of your learning. See the rubric for the passing score.

Select the option that works in your educator setting; with or without students. Each option has different artifacts and a separate rubric.

*You will complete ONLY ONE of the options. On the submission page on NEA.certificationbank.com you will identify option 1 or 2 for each artifact. **Be sure to indicate the same option for all 4 or 5 artifacts (with or without students) and submit your artifact correctly.***

Notice the different artifacts you will submit for your selection:

Option 1 (no students)	Option 2 (with students)
Identify an Event	Identify a Lesson/Unit and Consider How to Revise It
Research the Topic	Conduct a Pre-Assessment
Develop an Action Plan	Develop a Lesson/Unit and Implement
Identify Joy Opportunities	Conduct and Reflect
Create a Presentation	

Do not include any information that will make you or your students identifiable to your reviewers.

Option 1 (no students)

Develop and implement an action plan to promote local, state, or federal climate justice. Your action plan will address actions that mitigate the impact of an issue related to equity and local climate **event(s)**. There are five artifacts that you will submit for this option.

Possible events include:

- Extreme cold/heat; lack of infrastructure for warmth/cooling;
- Hurricanes/flooding;
- Tornadoes;
- Drought/lack of access to clean water;
- Earthquakes;
- Wildfires;

- Energy consumption/waste disposal;
- Access to fresh, nutritious food;
- Air quality issues; and
- Invasive species.

Artifact 1: Identify an Event (300-500 words)

1. Describe a recent equity and climate event and its impact on marginalized communities in your area.
2. What marginalized communities do you believe were most impacted?
3. What are some of your biases that may affect how you perceive the issues surrounding this event? How will you challenge and neutralize your biases?

Artifact 2: Research the Topic

Use the materials in the Resources section or from other sources to learn more about the event in Artifact 1. Then, do research and create a climate justice action plan that includes:

1. A list of 5-6 resources with links;
2. A list of 2-3 people who can be allies in your environmental justice action plan (to identify them, use their first name and last initial and state their role in relation to their expertise);
3. A summary of local, state, and/or national social justice policies; and
4. A list of 4-6 data points and/or statistics to support your claim that the event you are researching is relevant to climate justice

Artifact 3: Develop an Action Plan

Create an action plan to address what is needed to prevent or mitigate the impacts of a future equity and climate event(s). Consider using the information from Artifacts 1 and 2 (above). Include all six of these components:

1. Objective;
2. Strategies;
3. Timeline;
4. Responsibilities for yourself and others;
5. Resources needed; and
6. An explanation of how the plan will be monitored and evaluated.

See the Resources Section of this micro-credential for support and ideas.

Artifact 4: Identify Joy Opportunities (200-400 words)

Consider how you can encourage hope and instill joy in others' lives while working proactively on a climate justice issue. Respond to the following prompts:

1. How will this plan bring joy to the lives of impacted people?
2. What parts of your plan will demonstrate that you understand the needs of communities that will experience these events?

Artifact 5: Create a Presentation (10 slides minimum)

Create a presentation that explains your action plan to stakeholders.

Present your work to a site leadership team, staff, district leadership, school board members, a community group, at a family night event, to your local union, or to a classroom.

Use the notes section of the slides to include details about your presentation. In your presentation, you will need to:

1. Share your research;
2. Describe your action plan and intended outcomes;
3. Identify joyful activities; and
4. Include a call to action to the end of your slides.

Option 2 (with students)

Design/Remix a future unit to teach students grade-level-appropriate ways to identify the communities that are or will be most impacted by future extreme weather events.

Artifact 1: Identify a Lesson/Unit and Consider How to Revise It (200-400 words)

Find a unit of study that you will be teaching soon and respond to the following questions:

1. How would you describe the teaching unit you will convert, change, or remix to have an equity and climate justice focus?
2. How do you know that this will be a good choice for your students, you, and your community? Provide justification.

Artifact 2: Conduct a Pre-Assessment

Create a grade-level-appropriate pre-assessment for your students. This assessment will determine what your students already know and what they are interested in learning more about. This assessment will inform your unit plans. You

can administer it to a whole class, small group, or individual activity. Include an overview of the student's grade level and how the pre-assessment will be delivered.

Artifact 3: Develop a Lesson/Unit and Implement

Using your information from Artifacts 1 and 2, develop a lesson/unit that integrates environmental justice components. Include these elements in your lesson or unit design:

1. 1-2 content outcomes;
2. An environmental justice outcome;
3. A description of how you will encourage your students to feel hope and find joy in working proactively on an environmental justice issue; and
4. A post-assessment.

You will need to teach your unit before moving to the next step.

Artifact 4: Conduct and Reflect

Conduct your lesson/unit with learners and reflect by annotating the student's work, including the following:

- 2-4 student works that show different levels of engagement and learning about equity and climate events;
- Annotations with comments about why you chose these student workpieces;
- Highlights and comments on evidence of learning and engagement for each student; and
- Highlights and comments on evidence of each student's feelings of hope and joy in this work.

Part 2. Rubric for Option 1 (no students)

	Proficient	Basic	Developing
Artifact 1: Identify an Event	<p>The response identifies an event/unit and answers all three questions.</p> <p>-Describe event and its impact on marginalized communities in your area -What marginalized communities do you believe were most impacted? -What are some of your biases that may affect how you receive the issues? How will you challenge and neutralize your biases?</p> <p>The response is 300-500 words.</p>	<p>The response identifies an event/unit and answers all three questions.</p> <p>The response is less than 300 or more than 500 words.</p>	<p>The response identifies an event/unit but does not answer all three questions.</p> <p>The response is less than 300 or more than 500 words.</p>
Artifact 2: Research the Topic	<p>Action plan includes:</p> <ul style="list-style-type: none"> - A list of 5-6 resources; - A list of 2-3 allies; 	<p>Action plan includes:</p> <ul style="list-style-type: none"> - At least four resources; - A list of at least two people; - A summary of policies; and 	<p>Action plan includes:</p> <ul style="list-style-type: none"> - Less than four resources; - A list of at least two people; - A summary of policies; and

	<ul style="list-style-type: none"> - A summary of policies; and - A list of 4-6 data points. 	- fewer than 4 data points.	- fewer than 4 data points.
Artifact 3: Develop an Action Plan	<p>The action plan includes all six elements and they are clearly noted for the assessor:</p> <ul style="list-style-type: none"> - Objective; - Strategies; - Timeline; - Responsibilities; - Resources; and - Evaluation method. 	The action plan is missing one of the six elements or they are not clearly noted for the assessor.	The action plan is missing two or more of the six elements and the assessor is unable to identify the elements..
Artifact 4: Identify Joy Opportunities	Response answers both questions and is 200-400 words.	Response answers both questions but is not 200-400 words.	Response does not answer both questions.
Artifact 5: Create a Presentation	<p>The presentation is at least 10 slides.</p> <p>Notes section indicates details.</p> <p>Presentation includes:</p> <ul style="list-style-type: none"> - Research; - Intended outcomes; - Joy Activities; and - A call to action. 	<p>The presentation is less than 10 slides.</p> <p>Presentation includes:</p> <ul style="list-style-type: none"> - Research; - Intended outcomes; - Joy Activities; and - A call to action. 	<p>The presentation is missing one of the following elements:</p> <ul style="list-style-type: none"> - Notes section indicating details; - Research; - Intended outcomes; - Joy activities; or - A call to action.

Part 2. Rubric for Option 2 (with students) **Note: there are 4 artifacts in this option**

	Proficient	Basic	Developing
Artifact 1: Identify a Lesson/Unit and Consider How to Revise It	<p>Response identifies an event/unit and answers both questions.</p> <p>The response is 200-400 words.</p>	<p>Response identifies an event/unit and answers both questions.</p> <p>The response is not 200-400 words.</p>	<p>Response identifies an event/unit but does not answer both questions.</p>
Artifact 2: Conduct a Pre-Assessment	<p>The pre-assessment collects information to determine what students want to learn more about.</p> <p>The pre-assessment includes an overview of the grade level and how it is delivered.</p>	<p>The pre-assessment collects information to determine what students want to learn more about.</p> <p>The pre-assessment includes an overview of the grade level but does not include how the pre-assessment will be delivered.</p>	<p>The pre-assessment does not collect information to determine what students want to learn more about.</p>
Artifact 3: Develop a Lesson/Unit and Implement	<p>The lesson/unit includes the four elements:</p> <ul style="list-style-type: none"> - Content outcomes; - Environmental justice outcome; - Explanation of how students will find hope; and - A post-assessment. 	<p>The lesson/unit is missing one of the four elements: - Content outcomes;</p> <ul style="list-style-type: none"> - Environmental justice outcome; - Explanation of how students will find hope; and - A post-assessment. 	<p>The lesson/unit is missing two or more of the four elements: - Content outcomes;</p> <ul style="list-style-type: none"> - Environmental justice outcome; - Explanation of how students will find hope; and - A post-assessment.

Artifact 4: Conduct and Reflect	<p>At least two and not more than four artifacts are submitted. Artifacts have all the following:</p> <ul style="list-style-type: none"> - Comments why workpieces were chosen; - Annotations of how learning and engagement were achieved; and - Annotations of evidence of student’s feelings of hope and finding joy in this work 	<p>At least two and not more than four student artifacts are submitted. Artifacts are missing one of the following:</p> <ul style="list-style-type: none"> - Comments why workpieces were chosen; - Annotations of how learning and engagement were achieved; and - Annotations of evidence of student’s feelings of hope and finding joy in this work 	<p>At least two and not more than four student artifacts are submitted. Artifacts are missing more than one of the following:</p> <ul style="list-style-type: none"> - Comments why workpieces were chosen; - Annotations of how learning and engagement were achieved; and - Annotations of evidence of student’s feelings of hope and finding joy in this work

Part 3 Reflection

(300-500 words)

For tips on writing a good reflection, review this resource:

[How Do I Write a Good Personal Reflection?](#)

Do not include any information that will make you identifiable to your reviewers.

Answer all of the following questions:

1. Where did you find joy in your learning and action throughout this process?
2. Beyond these actions, how will you continue to advocate for justice and equity while addressing climate events in your communities?
3. What are you most proud of in your work on this micro-credential?

Passing:

Educator addresses the three prompts above and uses details from their learning.