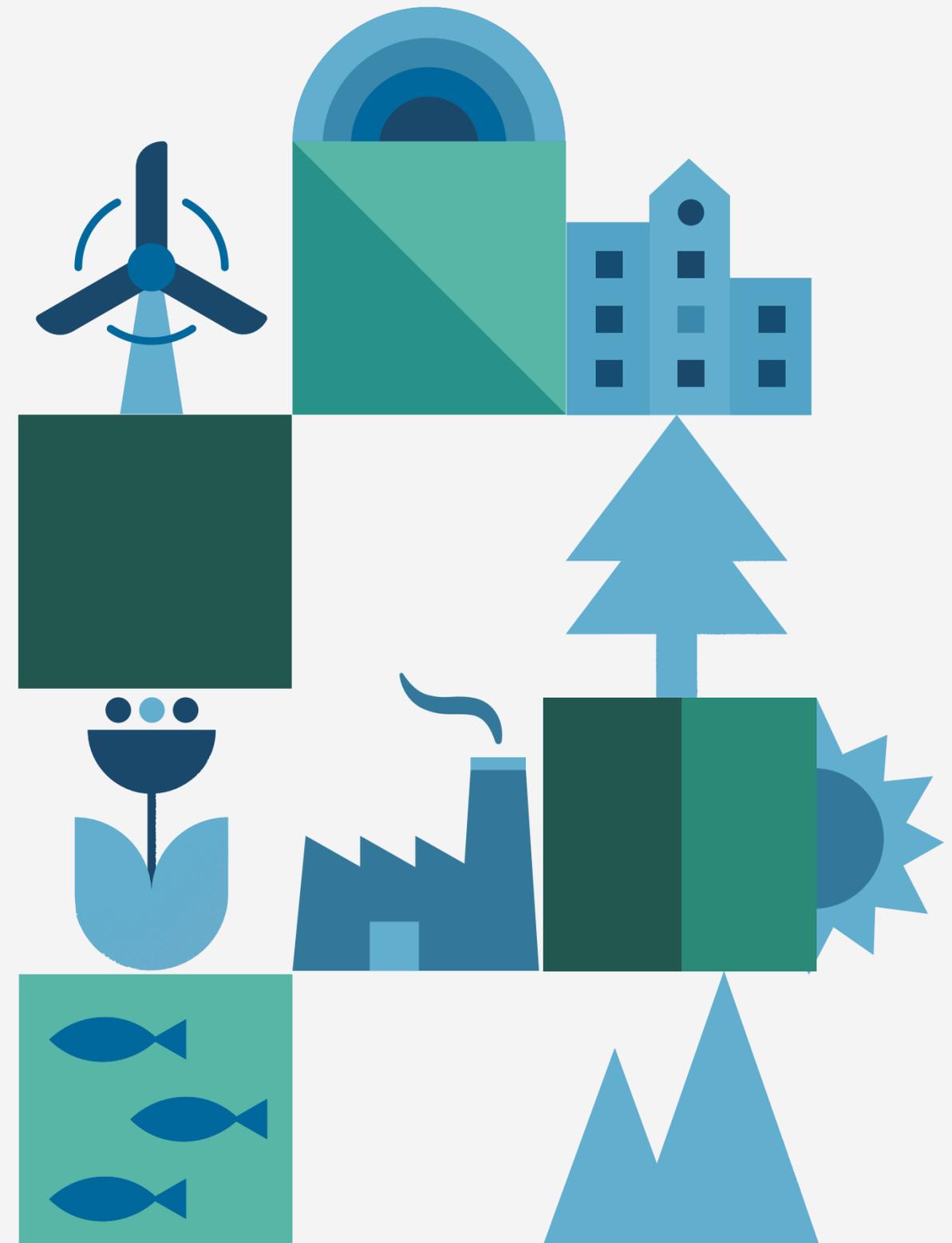




CHARLOTTE MASON CENTENARY CONFERENCE, 2023

OUT-OF-DOORS LIFE OF AND FOR CHILDREN

Contesting environmental discourses in
pedagogy and practice



University of
CUMBRIA

Joanna Stanberry, Postgraduate Researcher

- Initiative for Leadership and Sustainability
- Institute for Science and Environment

Developing leadership for sustainable futures

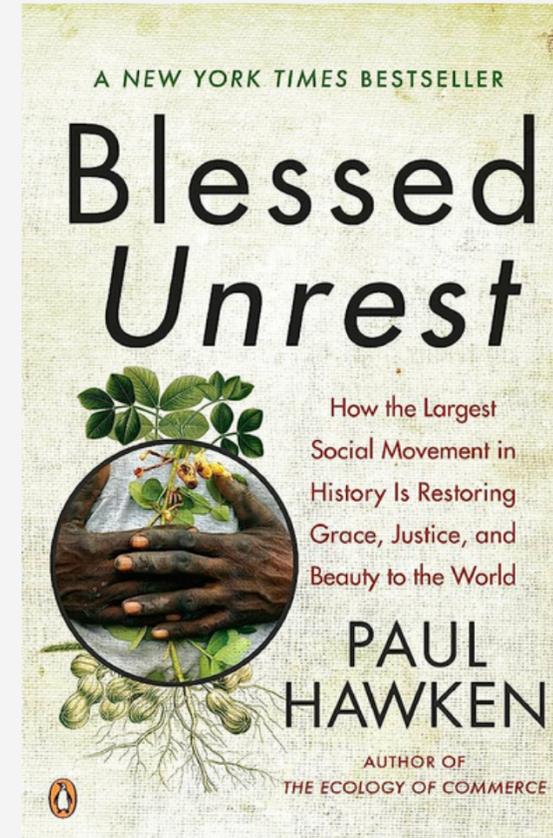


Inter-generational justice as a core focus of sustainable development



“Development that meets the needs of the present without compromising the ability of future generations to meet their own needs”

United Nations
(1987)



“Ensuring the future of life on earth is an infinite game, the endless expression of generosity on behalf of all.”

Paul Hawken
Blessed Unrest
(2007)



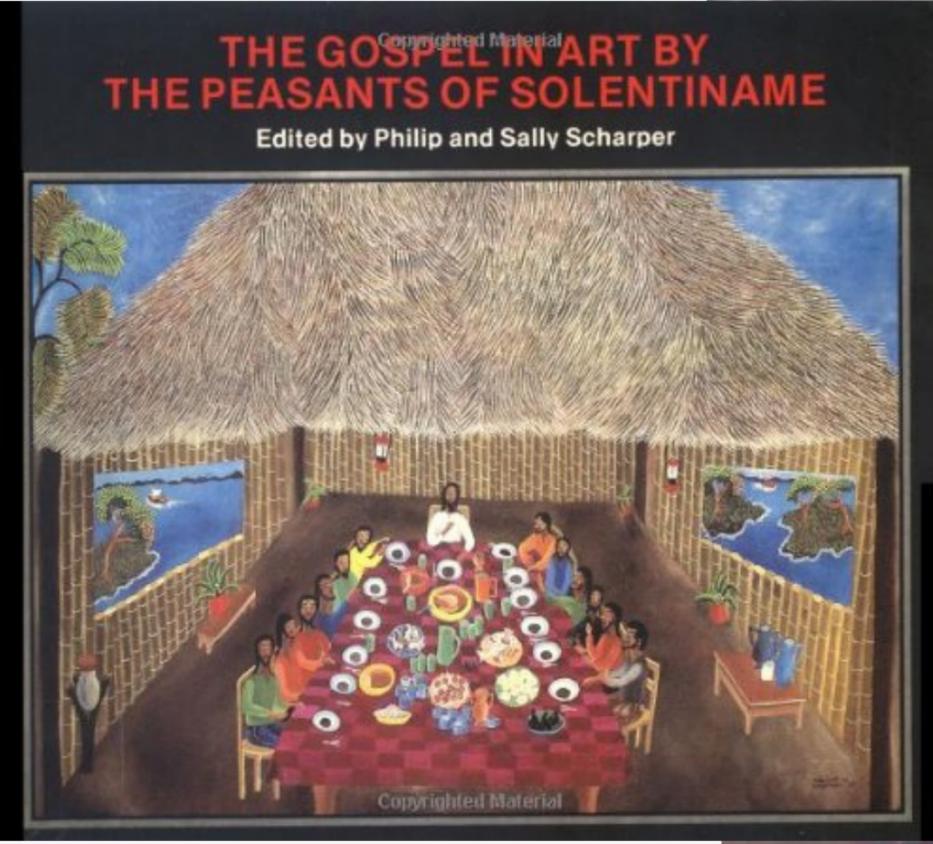
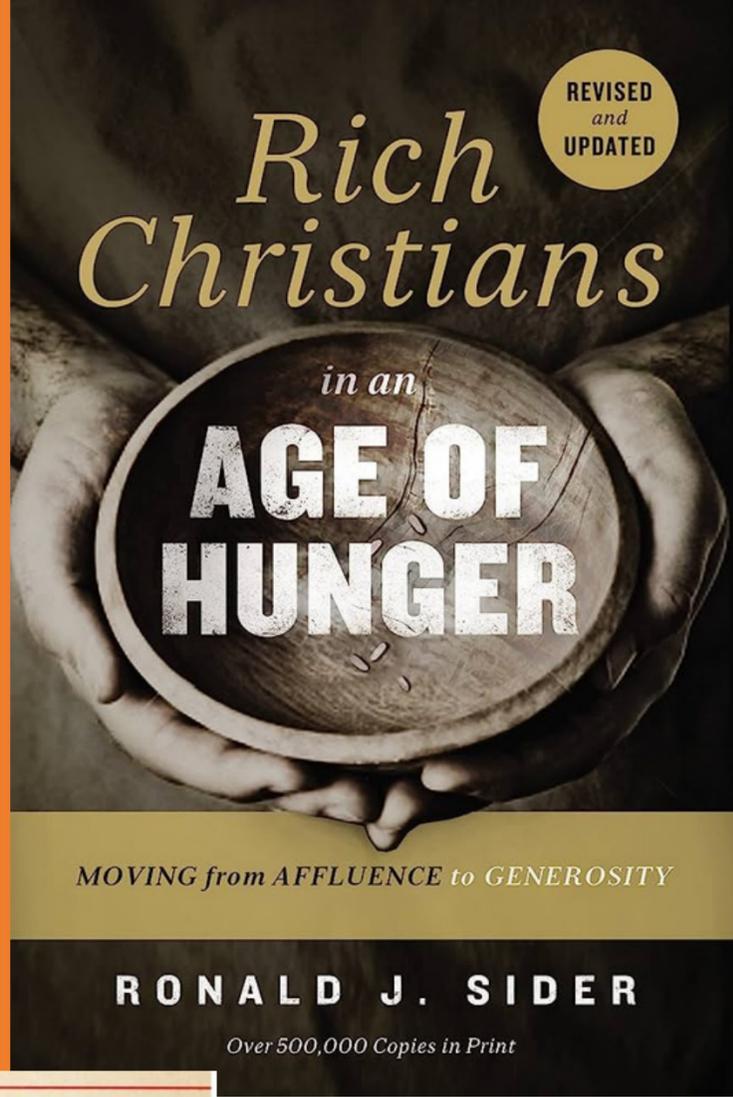
A WORLD COMMUNITY COOKBOOK

More-with-Less

Recipes and suggestions by Mennonites on how to eat better and consume less of the world's limited food resources



Doris Janzen Longacre
Updated Edition

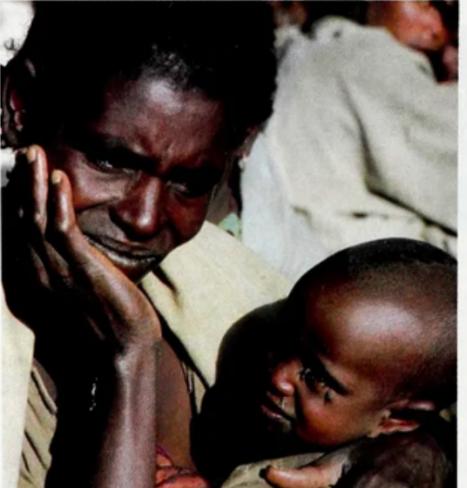


WORLD

The terrible face of famine

By Shona McKay

The horror could be read everywhere—in the vacant eyes filled with mucous and disease; in the wounds that would never heal; in the bones that would never harden. Each victim had his own trauma—emaciation, dehydration, starvation. In Korem, a feeding station in the Ethiopian province of Wollo, 30,000 starving people have gathered. Some sat immobile, staring across the barren wasteland. Some squatted in rows awaiting food, huddled beneath thin blankets. A veritable tide of humanity, they had come down from the northern highlands in droves, their homes sold for firewood, their few possessions traded for food. The famine, they had heard, was bad elsewhere too. But nowhere was it worse than in Ethiopia. Young and old, bureaucrat and medic, East and West, all were agreed: the desperate hunger of seven million Ethiopians was the greatest human tragedy in recent memory.



ince, where 47,000 people are waiting for food." Among Western governments, Canada spearheaded the relief effort. Ottawa has already pledged \$26 million in emergency food aid and another \$13.5 million for medical supplies and water projects.

to play a leading role." Moved by appeals for aid, ordinary Canadians were equally quick to respond. After watching television pictures of starving children, Hull, Que., lawyer Marcel Beaudry called 20 businessmen and, within 24 hours, raised \$115,000 in pledges. Ottawa widow Florence Reid set up fund-raising booths at local shopping centres and, with 18 volunteers, collected another \$10,000 one Saturday afternoon.

Canada's concern was clearly shared elsewhere. By week's end, about 300,000 tons of food had been pledged, and 50 aircraft from seven nations had begun ferrying supplies. In a sharp policy reversal, Washington promised \$60 million in relief to Mengistu's Marxist regime. And the Soviet Union, criticized earlier for providing its ally with \$2.5 billion in weapons and little in economic relief, offered trucks, helicopters and transport planes. But even those commitments, supplemented by private agencies, were woefully inadequate. Returning from Ethiopia

Maybe the kind of leadership needed for sustainable futures can come from anyone, anywhere?

Maybe it has more to do with knowledge than we realise?



Out of Doors life FOR children?



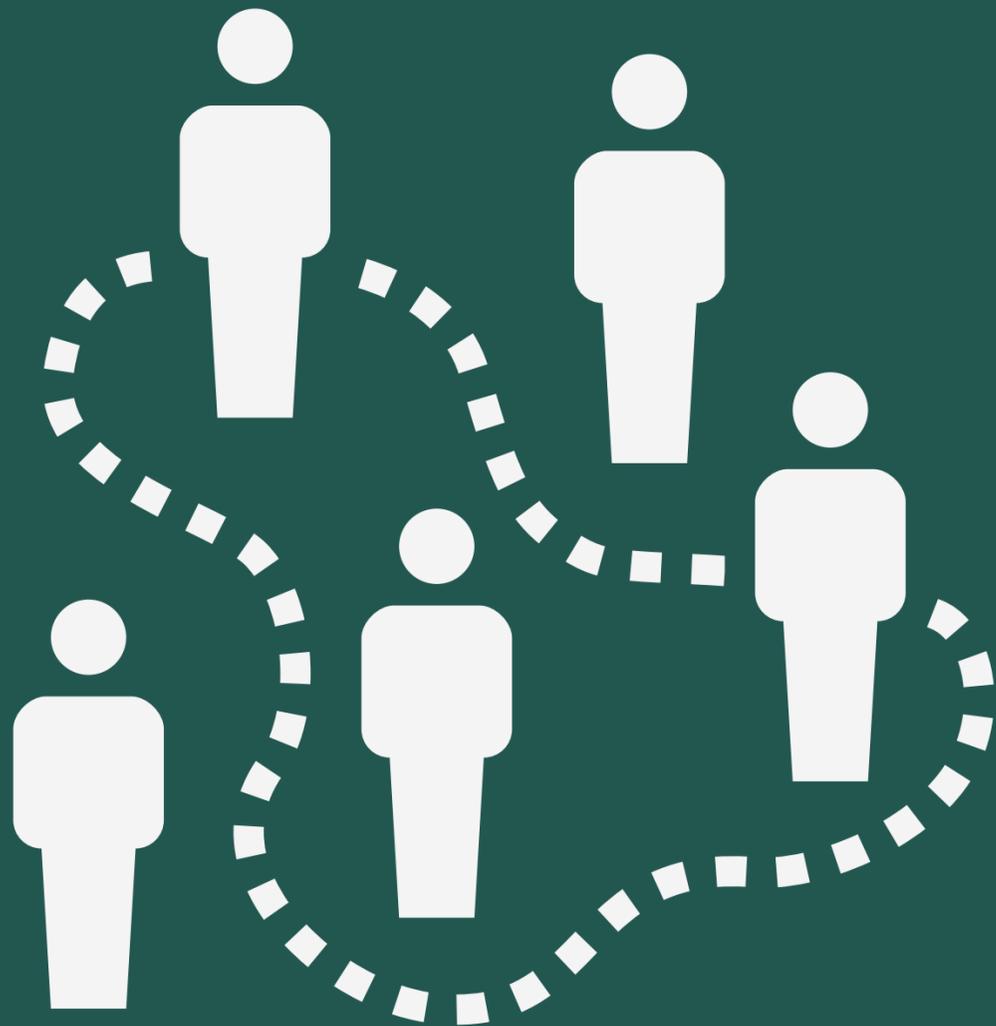
Katharine Hayhoe



The most important thing you can do to fight climate change:
talk about it

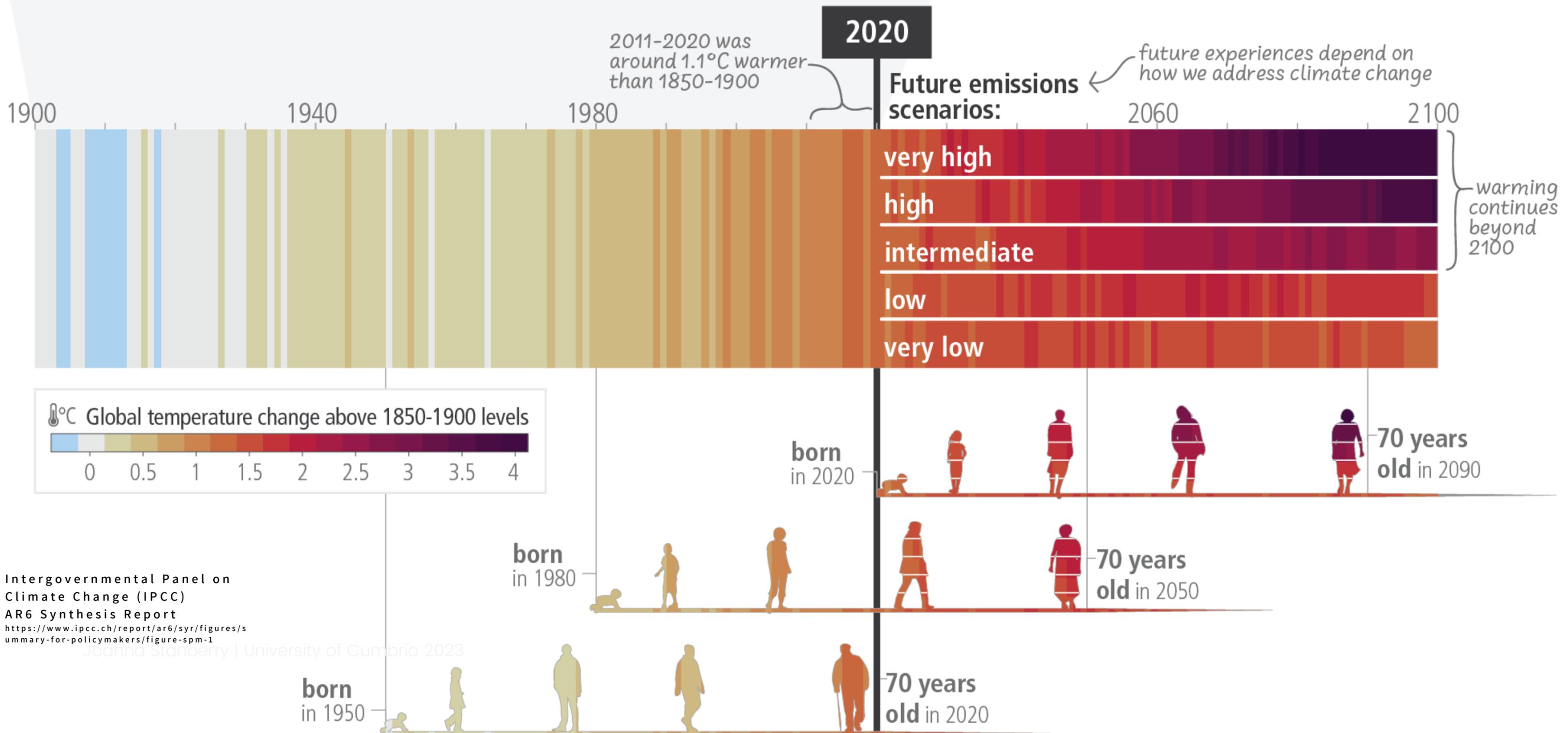
4,061,439 views | Katharine Hayhoe • TEDWomen 2018

The fact that the number one predictor of whether we agree that climate is changing, humans are responsible and the impacts are increasingly serious and even dangerous, has nothing to do with how much we know about science or even how smart we are but simply where we fall on the political spectrum.



–Katharine Hayhoe
Evangelical Christian & Climate Scientist

Current and future generations will experience a different world – the extent depends on choices now and in the near-term



Contesting environmental discourses?



OXFORD

THE POLITICS OF THE EARTH

ENVIRONMENTAL DISCOURSES

FOURTH
EDITION

JOHN S. DRYZEK

"Just because something is socially interpreted does not mean it is unreal. Pollution does cause illness, species do become extinct, ecosystems cannot absorb stress indefinitely, tropical forests are disappearing"

John Dryzek, 2005, p 12

The Background of our National Thought

The lesson for us at the moment is that the great thoughts, great events, great considerations, which form the background of our national thought, shall be the content of the education we pass on.

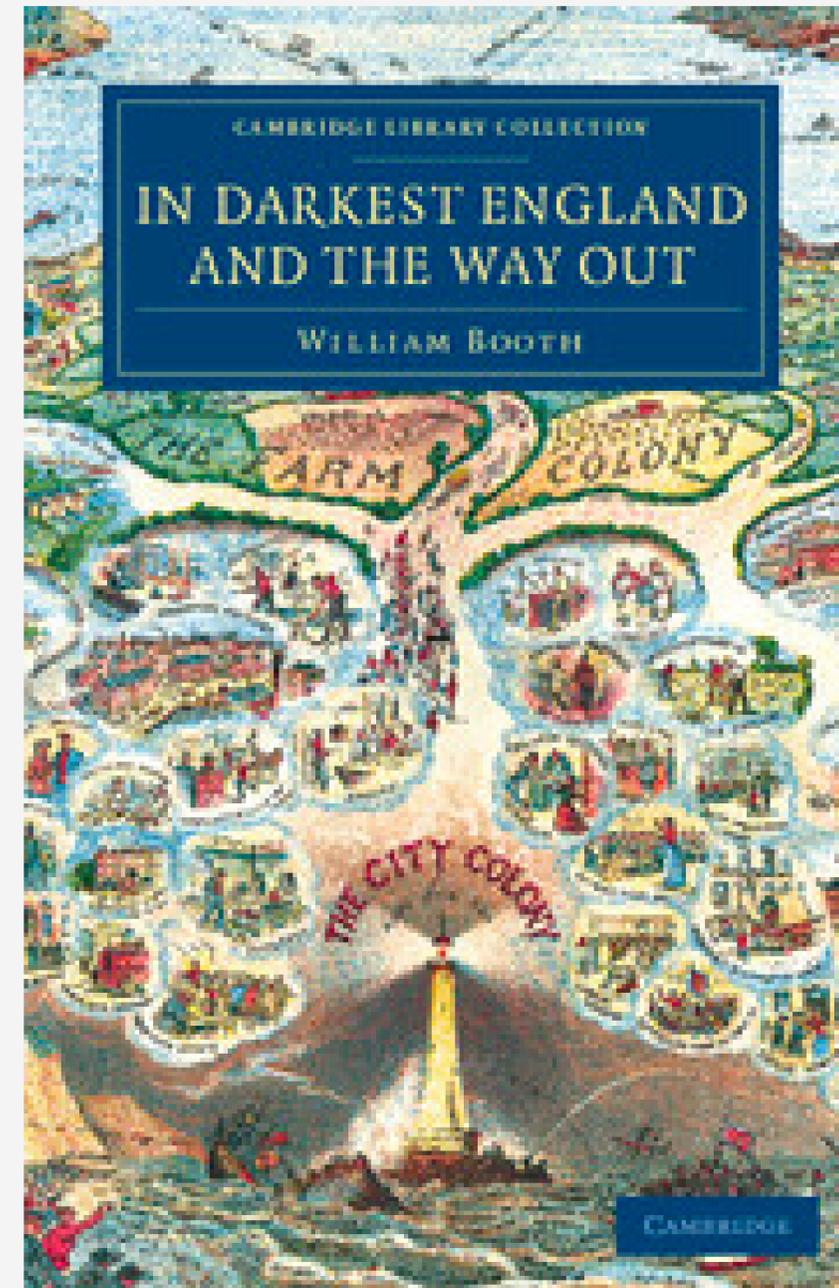
Charlotte Mason, *Towards a Philosophy of Education* p 5

The Background of our Conference Thought

- Amy Fisher: Contesting discourses (Montessori)
—'adoption of these ideas would be disastrous'
 - SoW Panel: Higher criticism enables us to present a deeper understanding of knowledge under study
 - Bobby: Creating an environment—an atmosphere—that allows difficult questions, even about science
 - Amber: 'Living sanely' requires global knowledge such that the differences of lives come under view
-

The attitude of parents towards social questions

The choices adults make to engage or not engage have life-long implications for children – Mason's analysis of Salvation Army founder William Booth's, *In Darkest England and the Way Out* (1890)



The attitude of parents towards social questions

"what the children hear said to-day at the table and by the fireside about all such philanthropic efforts will probably influence for their lives their attitude towards all philanthropic and all missionary endeavour. Not only so, but we ourselves, who stand in some measure in loco parentis to the distressed in mind, body, or estate, are compelled to examine our own position. How far do we give, and work, for the ease of our own conscience, and how far do we believe in the possibility of the instant and utter restoration of the morally degraded, questions which, to-day, force themselves upon us. We must be ready with a yea or a nay; we must take sides, for or against such possibilities as should exalt philanthropic effort into a burning passion. The fact is, that great scheme forced a sort of moral crisis upon us whose effects are continually in evidence.

Implications for pedagogy



Author

Posts

March 22, 2013 at 5:21 am



Participant

My 12 year old son just started AIG God's Design Weather. He has liked their other books but this one just isn't clicking with him. What living books (no evolution please) would you recommend?

Thank you!

March 23, 2013 at 12:24 am



K...

Moderator

We used The Weather Book by Michael Oard, which has no evolution in it, and The Weather Book by Jack Williams, which I can't remember if it has any evolution in it. It does have some pages on climate change. You can see sample pages of Michael Oard's book at CBD, and Amazon has a sample of the Jack Williams book. Maybe one or both of those will work for your son.

116. Susan Wise Bauer | Homeschooling, History, and the Foundation of Science

Thursday Jun 02, 2022

It was quite a few years before I was willing to dip my toe in this and recommend resources because I didn't want to get called out in public, I didn't want to get jumped on with both feet. It took a certain stability in the business, a certain stability in my professional life to be willing to dare that.

So there was a certain dampening over anyone developing homeschool science curricula that weren't literal seven day young earth and it is only recently that I am starting to see curricula that dare to do this and I think we still have a long way to go because of that—it was effectively a boycott and it really effected the resources that are out there.

...

There is an increasing polarization in the homeschool world between people who want to teach science one way and people who just want to teach science.

And I think those two poles are going to grow further and further apart.



LANGUAGE
OF GOD

*BIOLOGOS

Caring is vital or nothing will be done



SABBATH MOOD
HOMESCHOOL

I've watched the entrenchment on both sides within my own family, the severe reactions and the taunting in our society. THIS is why I think a Charlotte Mason education is critical. It may be the only educational model left that teaches the children to think outside of the boxes of our culture. CM said it was their duty to form opinions, but she also gave them the material on which to learn to THINK. That same material also fosters creativity and imagination, likely needed to solve our problems. And we all love to quote her to say, "The question is not, --how much does the youth know? when he has finished his education--but how much does he care? and about how many orders of things does he care? In fact, how large is the room in which he finds his feet set? and, therefore, how full is the life he has before him?" (3/170) but most people don't even know that's a quote about their science education.

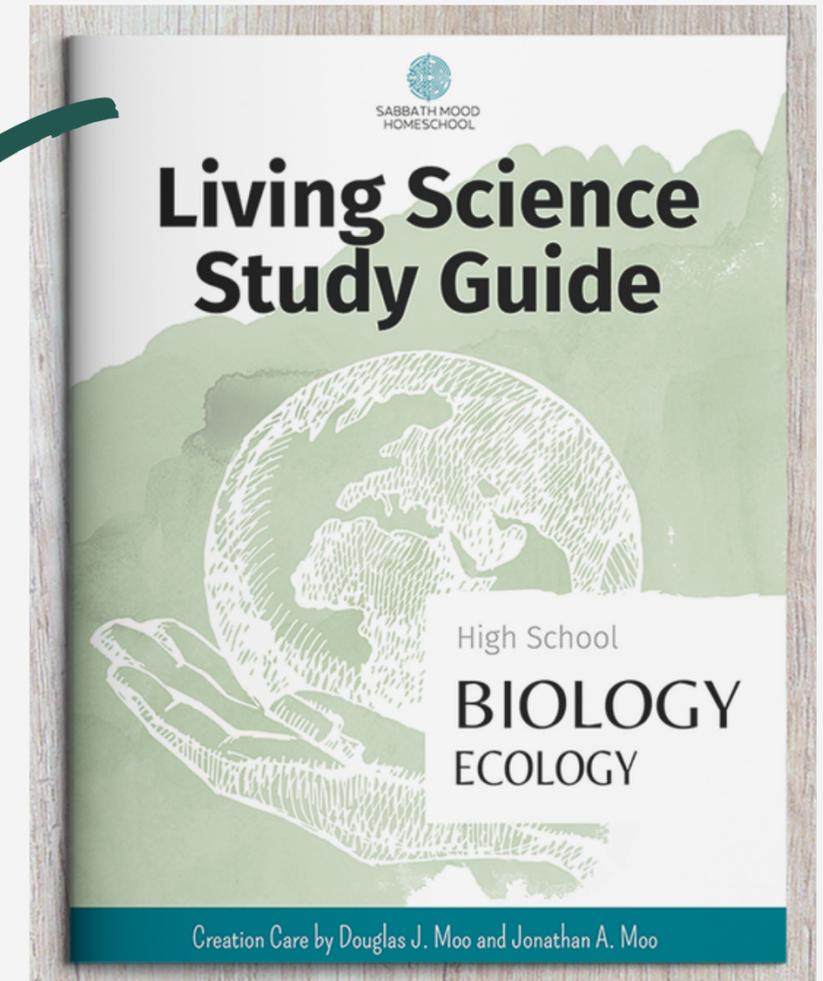
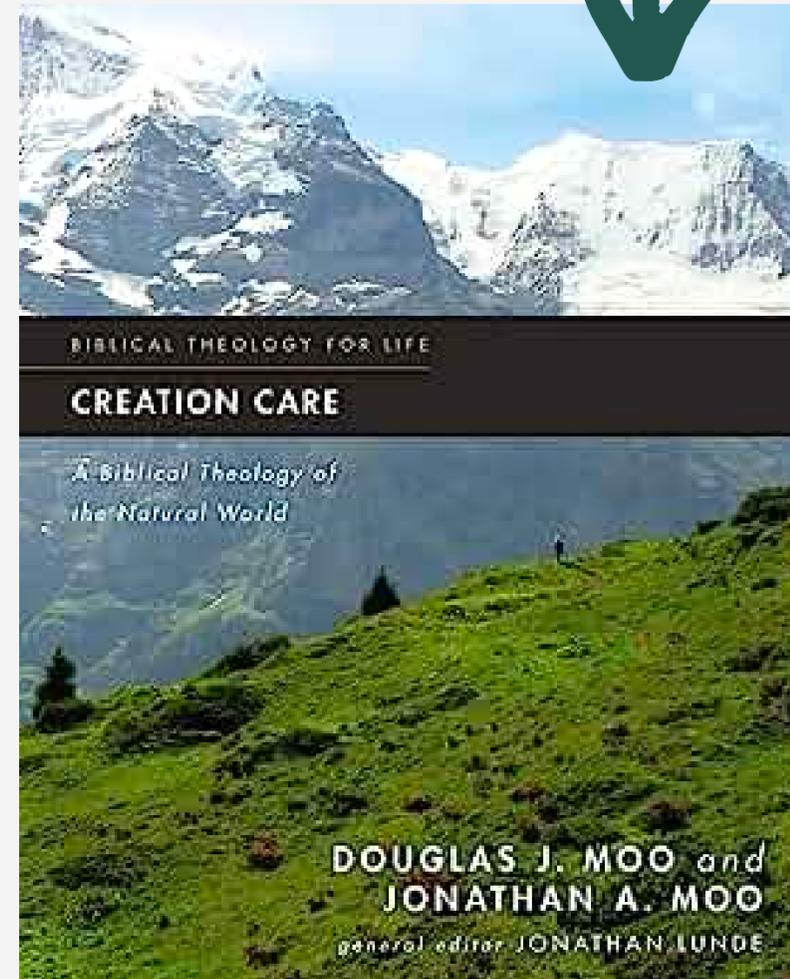
Caring is vital or nothing will be done.



CM Curricular Resources: Sabbath Mood Homeschool

In this study guide, students will learn what the Bible teaches about the natural world and its purpose from Genesis through Revelation.

Then they will consider the environmental challenges facing their local area and those affecting the planet. Finally, they will explore the unique responsibility of Christians to care for creation compared with other approaches to 'environmental' issues.



our efforts to help
the situation do
not have to align
with political
efforts

Penguins in Your Fridge? These 7-Year-Olds Have Climate Solutions.

New Jersey is the first state to require that climate change be taught at all grade levels. The focus is on problem solving, not doom and gloom.



MIXED MESSAGES

HOW CLIMATE CHANGE IS TAUGHT IN AMERICA'S PUBLIC SCHOOLS



NATIONAL
CENTER
for
SCIENCE
EDUCATION

How do
teachers teach
about climate?

MARCH 2016

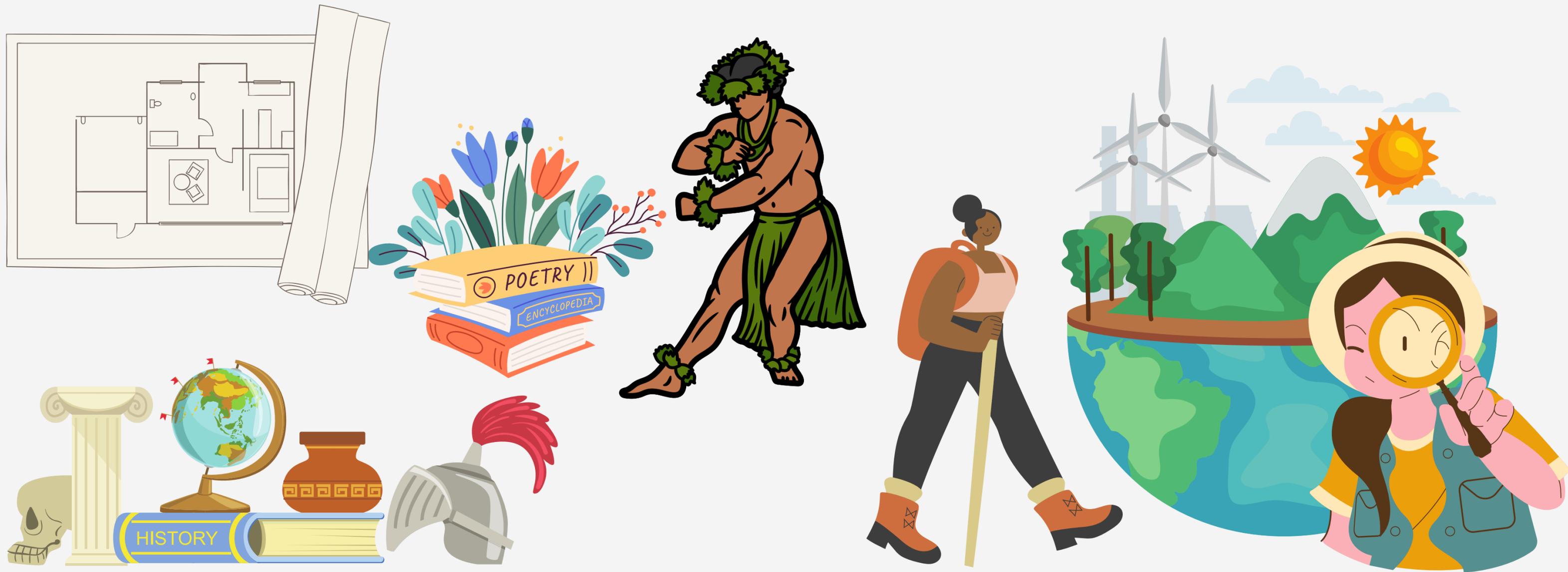
ncse.com



a report from the National Center for Science Education
in collaboration with Eric Plutzer, Penn State University
& A. Lee Hannah, Wright State University

Scientific literacy will play an unusually important role as citizens participate in the crafting of policies designed to slow global warming or mitigate its effects. ... a special responsibility lies with our public schools.

The whole of the curriculum can express the human-environment interconnections



The 17 Sustainable Development Goals



THE GLOBAL GOALS

1 NO POVERTY

2 ZERO HUNGER

3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

5 GENDER EQUALITY

6 CLEAN WATER AND SANITATION

7 AFFORDABLE AND CLEAN ENERGY

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

10 REDUCED INEQUALITIES

11 SUSTAINABLE CITIES AND COMMUNITIES

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

13 CLIMATE ACTION

14 LIFE BELOW WATER

15 LIFE ON LAND

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS



Global Issues in the Classroom

~ Navigation ~

THEMES

Activism

Advocacy

Animal Protection

Biodiversity

Children's Rights

Citizenship

Climate

Community

Community Impact

Conservation

Democracy

Education

Entrepreneurship

Environment

Feminism

Food Security

Government

Human Geography

Microfinance

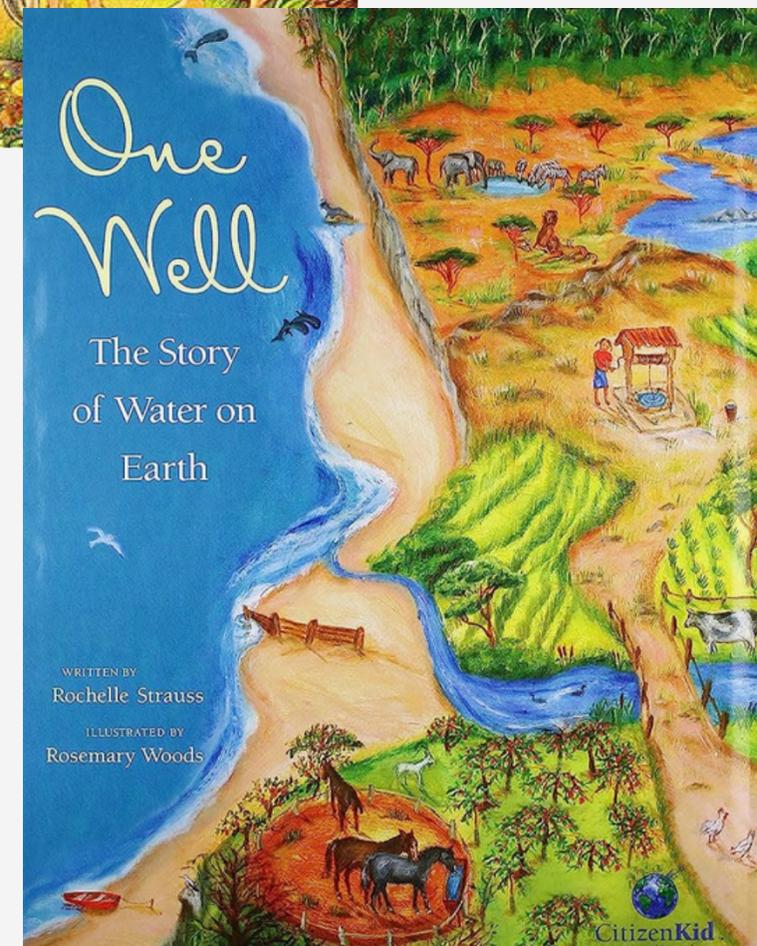
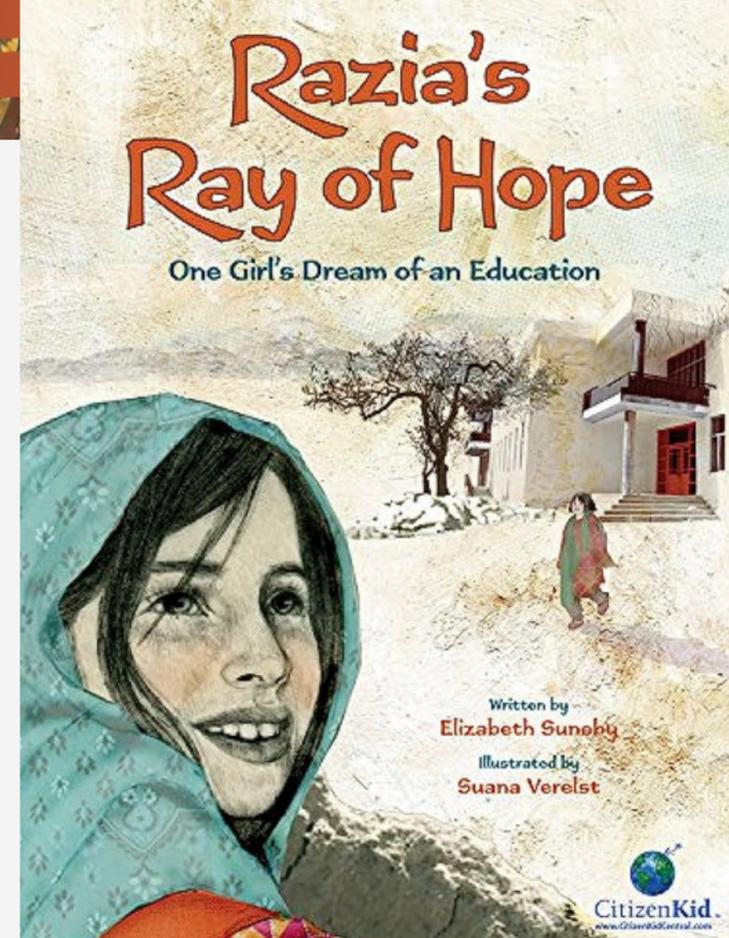
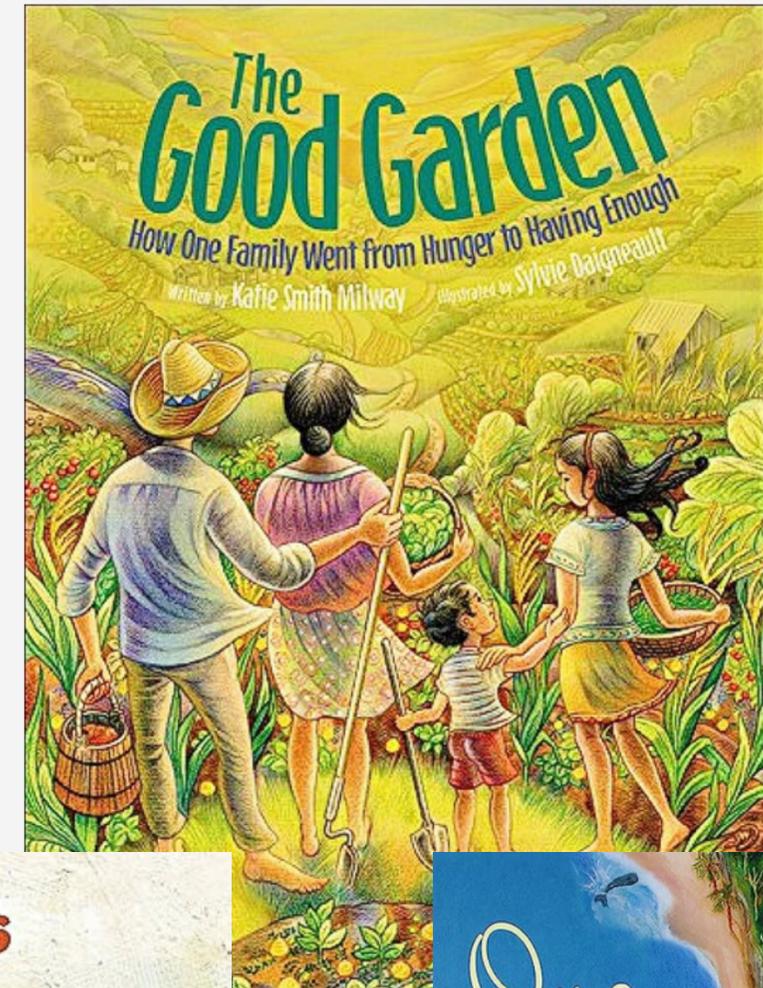
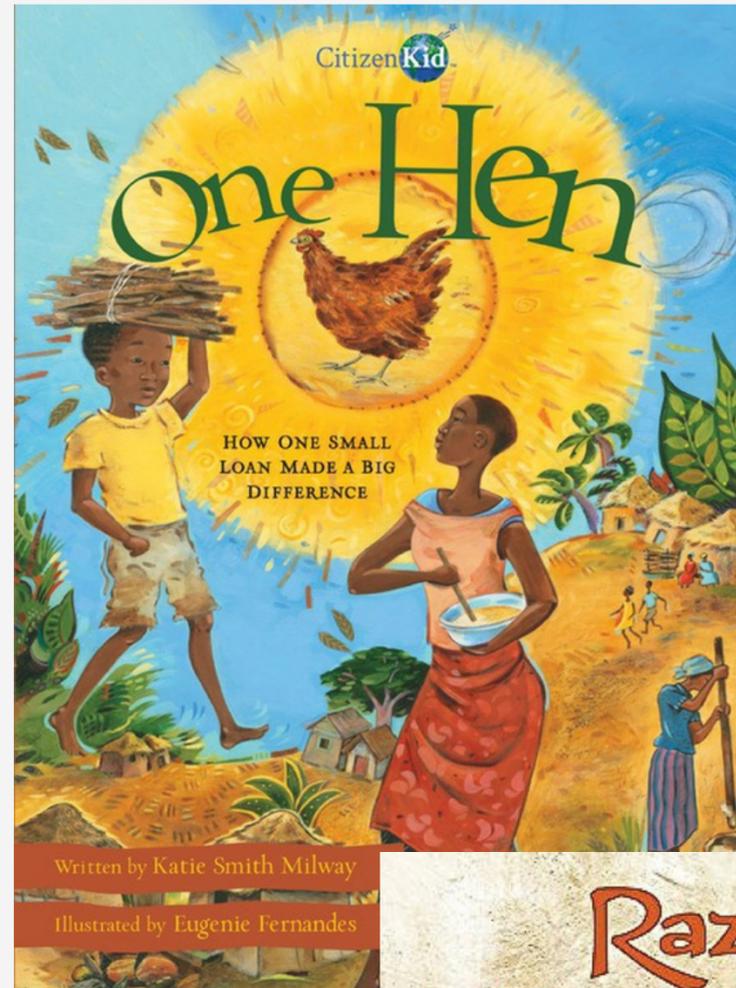
Multiculturalism

Power of Play

Refugees

Sustainability

Water





HABITS OF A SYSTEMS THINKER

2020 Edition

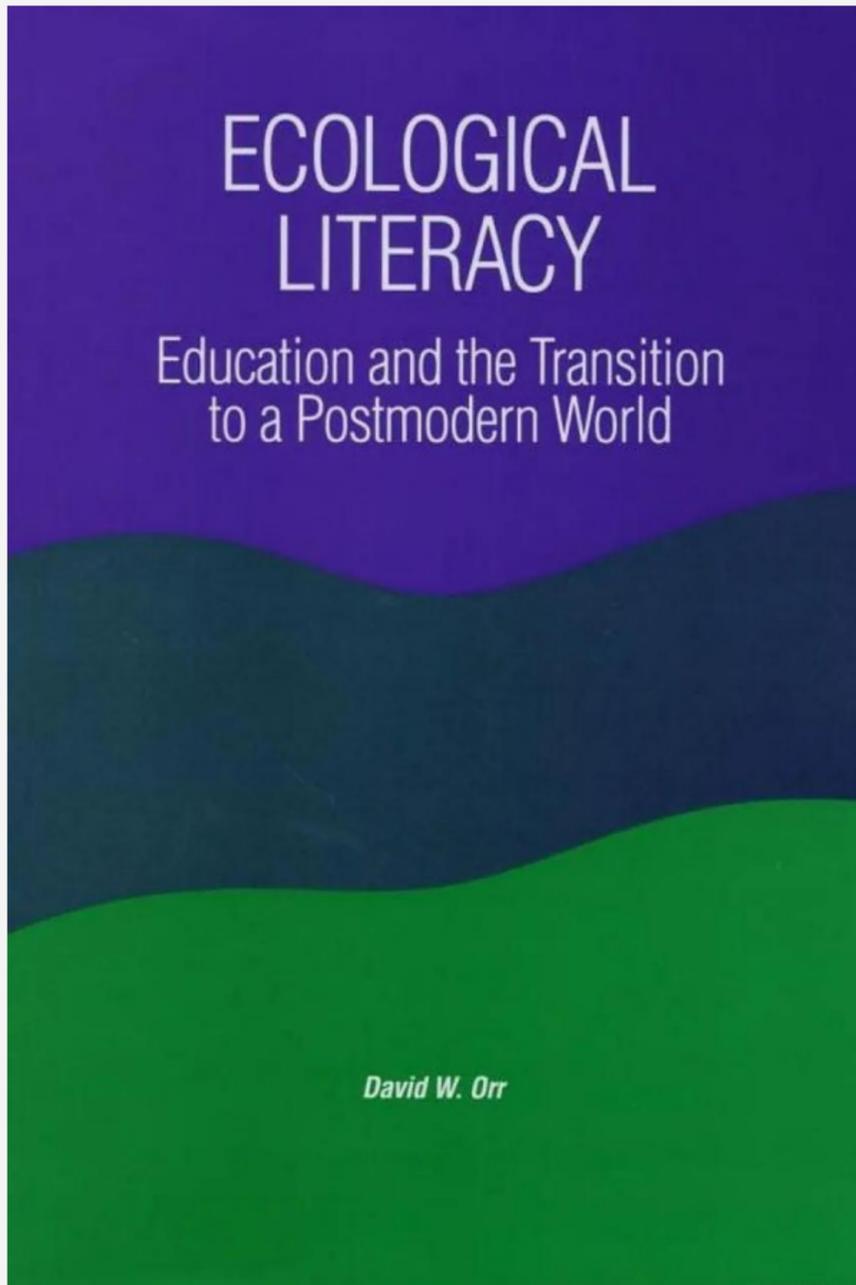


©2020 Waters Center For Systems Thinking WatersCenterST.org



Implications for practice

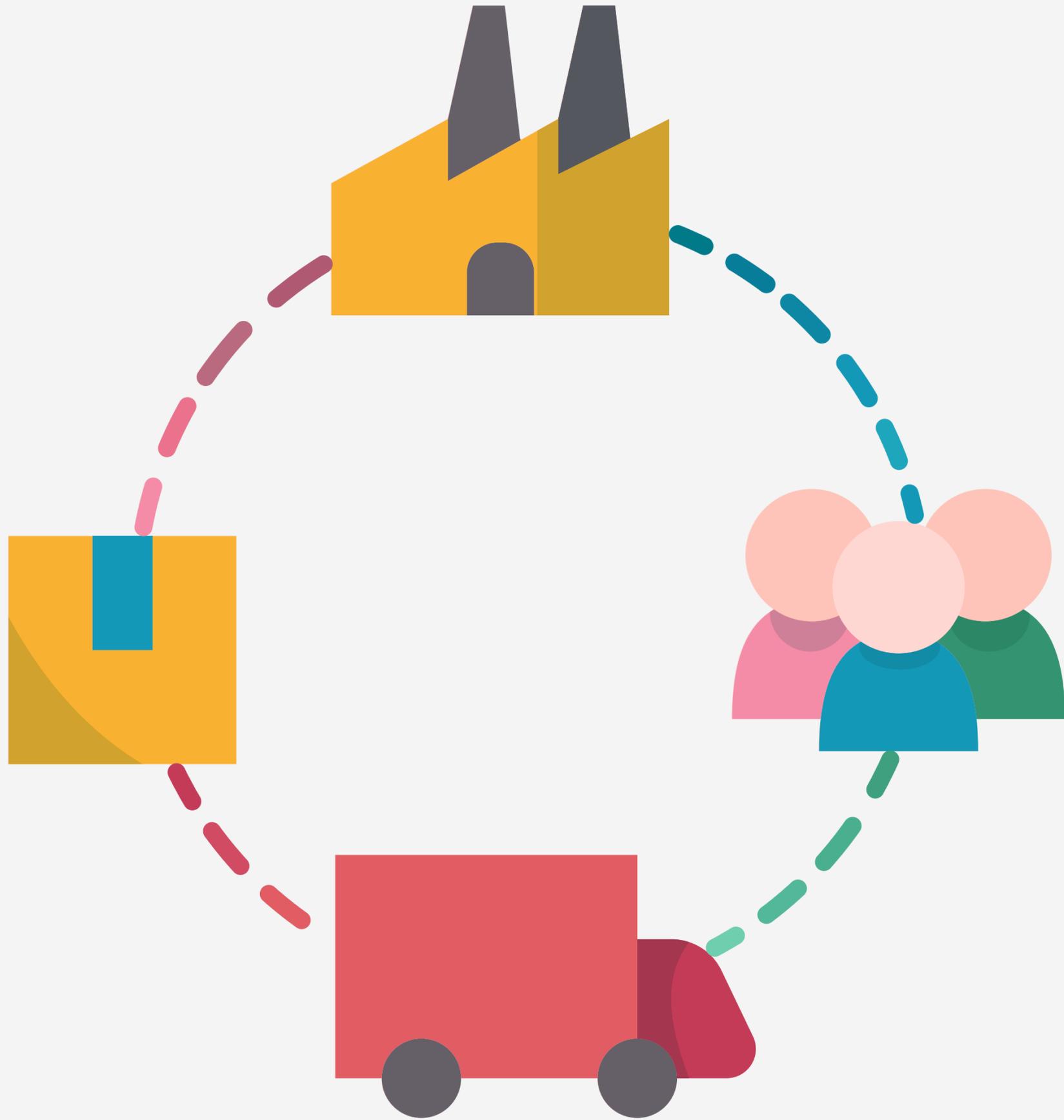




A genuinely liberal education will produce whole persons with intellectual breadth, able to think at right angles to their major field. Practical persons able to act competently; and persons of deep commitment, willing to roll up their sleeves and join the struggle to build a humane and sustainable world.

They will not be merely well-read. Rather, they will be ecologically literate citizens able to distinguish health from its opposite and to live accordingly. Above all, they will make themselves relevant to the crisis of our age, which in its various manifestations is about the care, nurturing, and enhancement of life. And life is the only defensible foundation for a liberal education.

Is this a supply chain?



Or is this a supply chain?



What do the emergencies of the times require?

I say nothing now about the teaching of science, for which most schools provide, except that for our generation, science seems to me to be the way of intellectual advance. All the same, the necessity incumbent upon us at the moment is to inculcate a knowledge of Letters. Men and their motives, the historical sequence of events, principles for the conduct of life, in fact, practical philosophy, is what the emergencies of the times require us to possess, and to be able to communicate.

What do the emergencies of the times require?

These things are not to be arrived at by any short cut of economics, eugenics, and the like, but are the gathered harvests of many seasons' sowing of poetry, literature, history. The nation is in sore need of wise men, and these must be made out of educated boys. (Vol 6 p 313)



the Earth has changed.

and so must we...