

Read Online Ecological Literacy Educating Our Children For A Sustainable World Michael K Stone

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The Botany of Desire
Down to the Wire
Ecological Literacy
Environmental Leadership
Hope Is an Imperative
Other People's Children
Effective Collaboration for Educating the Whole Child
Ecoliteracy
The Nature of Design
Subversive Spiritualities
Children and Sustainable Development
Parenting Matters
Curriculum 21
The Tuttle Twins Learn About The Law
Dangerous Years
Smart by Nature
Activity Theory in Education
Ecological Literacy
Ecological Identity
Ecoliterate
The Learning Garden
Future Wise
Educating Everybody's Children
Eager to Learn
A New Garden Ethic
Asphalt to Ecosystems
Democracy Unchained
Educating for Eco-justice and Community
Earth in Mind
Anthropocene or Capitalocene?
School, Family, and Community Partnerships
EarthEd (State of the World)
Ecological Literacy
A Pedagogy of Place
Ecological Literacy
Critical Pedagogy, Ecoliteracy, & Planetary Crisis
Ecological Intelligence
Reclaiming Early Childhood Literacies
Sustainable Education
The Failure of Environmental Education (And How We Can Fix It)

The Botany of Desire

Case Studies from North America, Scandinavia, Japan, and Great Britain demonstrate natural outdoor teaching environment that support hand-on learning

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Stone

in science, math, language, and art in ways that nurture healthy imagination and socialization Asphalt to Ecosystems is a compelling color guidebook for designing and building natural schoolyard environments that enhance childhood learning and play experiences while providing connection with the natural world. With this book, Danks broadens our notion of what a well-designed schoolyard should be, taking readers on a journey from traditional, ordinary grassy fields and asphalt, to explore the vibrant and growing movement to "green" school grounds in the United States and around the world. This book documents exciting green schoolyard examples from almost 150 schools in 11 countries, illustrating that a great many things are possible on school grounds when they are envisioned as outdoor classrooms for hands-on learning and play. The book's 500 vivid, color photographs showcase some of the world's most innovative green schoolyards including: edible gardens with fruit trees, vegetables, chickens, honey bees, and outdoor cooking facilities; wildlife habitats with prairie grasses and ponds, or forest and desert ecosystems; schoolyard watershed models, rainwater catchment systems and waste-water treatment wetlands; renewable energy systems that power landscape features, or the whole school; waste-as-a-resource projects that give new life to old materials in beautiful ways; K-12 curriculum connections for a wide range of disciplines from science and math to art and social studies; creative play opportunities that diversify school ground recreational options and encourage children to run, hop, skip, jump, balance, slide, and twirl, as well as explore the natural world first hand. The book grounds these examples in a

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Stone

practical framework that illustrates simple landscape design choices that all schools can use to make their schoolyards more comfortable, enjoyable and beautiful, and describes a participatory design process that schools can use to engage their school communities in transforming their own asphalt into ecosystems.

Down to the Wire

Ecological Literacy

Strengthen family and community engagement to promote equity and increase student success! When schools, families, and communities collaborate and share responsibility for students' education, more students succeed in school. Based on 30 years of research and fieldwork, this fourth edition of a bestseller provides tools and guidelines to use to develop more effective and equitable programs of family and community engagement. Written by a team of well-known experts, this foundational text demonstrates a proven approach to implement and sustain inclusive, goal-oriented programs. Readers will find: Many examples and vignettes Rubrics and checklists for implementation of plans CD-ROM complete with slides and notes for workshop presentations

Environmental Leadership

This book tells the story of building a campus

«learning garden» over a series of cohorts of student teachers and environmental education students. The project began with high ideals, no funding, and a strong desire to do something about the environment: the result was a transformation in attitude toward nature, community and toward the learning process itself. Examining the process through three key metaphors - garden as environment, garden as community, garden as transformation - this book provides a bridge between theory and practice for ecology-centered teaching and learning.

Hope Is an Imperative

Other People's Children

Decades of research have demonstrated that the parent-child dyad and the environment of the family—“which includes all primary caregivers”—are at the foundation of children's well-being and healthy development. From birth, children are learning and rely on parents and the other caregivers in their lives to protect and care for them. The impact of parents may never be greater than during the earliest years of life, when a child's brain is rapidly developing and when nearly all of her or his experiences are created and shaped by parents and the family environment. Parents help children build and refine their knowledge and skills, charting a trajectory for their health and well-being during childhood and beyond. The experience of parenting also impacts parents themselves. For instance, parenting can enrich and

Stone

give focus to parents' lives; generate stress or calm; and create any number of emotions, including feelings of happiness, sadness, fulfillment, and anger. Parenting of young children today takes place in the context of significant ongoing developments. These include: a rapidly growing body of science on early childhood, increases in funding for programs and services for families, changing demographics of the U.S. population, and greater diversity of family structure. Additionally, parenting is increasingly being shaped by technology and increased access to information about parenting. Parenting Matters identifies parenting knowledge, attitudes, and practices associated with positive developmental outcomes in children ages 0-8; universal/preventive and targeted strategies used in a variety of settings that have been effective with parents of young children and that support the identified knowledge, attitudes, and practices; and barriers to and facilitators for parents' use of practices that lead to healthy child outcomes as well as their participation in effective programs and services. This report makes recommendations directed at an array of stakeholders, for promoting the wide-scale adoption of effective programs and services for parents and on areas that warrant further research to inform policy and practice. It is meant to serve as a roadmap for the future of parenting policy, research, and practice in the United States.

Effective Collaboration for Educating the Whole Child

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The bestselling author of Emotional Intelligence and Primal Leadership now brings us Ecological Intelligence—revealing the hidden environmental consequences of what we make and buy, and how with that knowledge we can drive the essential changes we all must make to save our planet and ourselves. We buy “herbal” shampoos that contain industrial chemicals that can threaten our health or contaminate the environment. We dive down to see coral reefs, not realizing that an ingredient in our sunscreen feeds a virus that kills the reef. We wear organic cotton t-shirts, but don’t know that its dyes may put factory workers at risk for leukemia. In Ecological Intelligence, Daniel Goleman reveals why so many of the products that are labeled green are a “mirage,” and illuminates our wild inconsistencies in response to the ecological crisis. Drawing on cutting-edge research, Goleman explains why we as shoppers are in the dark over the hidden impacts of the goods and services we make and consume, victims of a blackout of information about the detrimental effects of producing, shipping, packaging, distributing, and discarding the goods we buy. But the balance of power is about to shift from seller to buyer, as a new generation of technologies informs us of the ecological facts about products at the point of purchase. This “radical transparency” will enable consumers to make smarter purchasing decisions, and will drive companies to rethink and reform their businesses, ushering in, Goleman claims, a new age of competitive advantage.

Ecoliteracy

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Educate the whole child by building a culture of collaboration in your school! This book for K-12 general and special education teachers, administrators, and student support specialists explores how to make collaboration and coordination work, who takes responsibility for the process, and why collaboration is central to improving outcomes for students with complex learning needs. The author: Discusses the roles, responsibilities, and relationships between school professionals, community agencies, and service providers Offers case examples as real-world illustrations of collaboration Emphasizes important developmental transitions from the elementary years through high school and after

The Nature of Design

"The real fault line in American politics is not between liberals and conservatives. It is, rather, in how we orient ourselves to the generations to come who will bear the consequences, for better and for worse, of our actions." So writes David Orr in *Down to the Wire*, a sober and eloquent assessment of climate destabilization and an urgent call to action. Orr describes how political negligence, an economy based on the insatiable consumption of trivial goods, and a disdain for the well-being of future generations have brought us to the tipping point that biologist Edward O. Wilson calls "the bottleneck." Due to our refusal to live within natural limits, we now face a long emergency of rising temperatures, rising sea-levels, and a host of other related problems that will increasingly undermine human civilization. Climate

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destabilization to which we are already committed will change everything, and to those betting on quick technological fixes or minor adjustments to the way we live now, *Down to the Wire* is a major wake-up call. But this is not a doomsday book. Orr offers a wide range of pragmatic, far-reaching proposals--some of which have already been adopted by the Obama administration--for how we might reconnect public policy with rigorous science, bring our economy into alignment with ecological realities, and begin to regard ourselves as planetary trustees for future generations. He offers inspiring real-life examples of people already responding to the major threat to our future. An exacting analysis of where we are in terms of climate change, how we got here, and what we must now do, *Down to the Wire* is essential reading for those wanting to join in the Great Work of our generation.

Subversive Spiritualities

We believe in social justice. We support educational reform. Yet unless we reframe our approaches to both, says C. A. Bowers, the social justice attained through educational reform will only lead to more intractable forms of consumerism and further impoverishment of our communities. In *Educating for Eco-Justice and Community* Bowers outlines a strategy for educational reform that confronts the rapid degradation of our ecosystems by renewing the face-to-face, intergenerational traditions that can serve as alternatives to our hyper-consumerist, technology-driven worldview. Bowers explains how

Stone

current technological and progressive programs of educational reform operate on deep cultural assumptions that came out of the Enlightenment and led to the Industrial Revolution. These beliefs frame our relationship with nature in adversarial terms, view progress as inevitable, and elevate the individual over community, expertise over intergenerational knowledge, and profit over reciprocity. By making eco-justice a priority of educational reform, we can begin to: democratize developments in science and technology in ways that eliminate eco-racism; reverse the global processes that are worsening the economic and political inequities between the hemispheres; expose the cultural forces that turn aspects of daily life--from education and entertainment to work and leisure--into market-dependent relationships; uplift knowledge and traditions of intergenerationally connected communities; and develop a sense of moral responsibility for the long-term consequences of our excessive material demands. In the tradition of Wendell Berry, David Orr, and Kirkpatrick Sale, Bowers thinks about our place in the natural world and the current economies to show how we can reform education and create a less consumer-driven society.

Children and Sustainable Development

An inspirational and practical exploration of bringing "eco consciousness" to K-12 education. Smart by Nature shows how schools and districts across the country are orienting their activities around environmental responsibility and wisdom: in gardens

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and cafeterias, on campuses, with nature-based curriculums, and in the communities that surround their schools.

Parenting Matters

Clearly babies come into the world remarkably receptive to its wonders. Their alertness to sights, sounds, and even abstract concepts makes them inquisitive explorers--and learners--every waking minute. Well before formal schooling begins, children's early experiences lay the foundations for their later social behavior, emotional regulation, and literacy. Yet, for a variety of reasons, far too little attention is given to the quality of these crucial years. Outmoded theories, outdated facts, and undersized budgets all play a part in the uneven quality of early childhood programs throughout our country. What will it take to provide better early education and care for our children between the ages of two and five? Eager to Learn explores this crucial question, synthesizing the newest research findings on how young children learn and the impact of early learning. Key discoveries in how young children learn are reviewed in language accessible to parents as well as educators: findings about the interplay of biology and environment, variations in learning among individuals and children from different social and economic groups, and the importance of health, safety, nutrition and interpersonal warmth to early learning. Perhaps most significant, the book documents how very early in life learning really begins. Valuable conclusions and recommendations are presented in the areas of the

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teacher-child relationship, the organization and content of curriculum, meeting the needs of those children most at risk of school failure, teacher preparation, assessment of teaching and learning, and more. The book discusses: Evidence for competing theories, models, and approaches in the field and a hard look at some day-to-day practices and activities generally used in preschool. The role of the teacher, the importance of peer interactions, and other relationships in the child's life. Learning needs of minority children, children with disabilities, and other special groups. Approaches to assessing young children's learning for the purposes of policy decisions, diagnosis of educational difficulties, and instructional planning. Preparation and continuing development of teachers. Eager to Learn presents a comprehensive, coherent picture of early childhood learning, along with a clear path toward improving this important stage of life for all children.

Curriculum 21

The Earth has reached a tipping point. Runaway climate change, the sixth great extinction of planetary life, the acidification of the oceans—all point toward an era of unprecedented turbulence in humanity's relationship within the web of life. But just what is that relationship, and how do we make sense of this extraordinary transition? Anthropocene or Capitalocene? offers answers to these questions from a dynamic group of leading critical scholars who challenge the conventional practice of dividing historical change and contemporary reality into

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"Nature" and "Society," demonstrating the possibilities offered by a more nuanced and connective view of human environment-making, joined at every step with and within the biosphere. In distinct registers, the authors frame their discussions within a politics of hope that signal the possibilities for transcending capitalism, broadly understood as a "world-ecology" that joins nature, capital, and power as a historically evolving whole.

The Tuttle Twins Learn About The Law

Through theoretical discussion as well as hands-on participatory learning approaches, Thomashow provides concerned citizens, teachers, and students with the tools needed to become reflective environmentalists. Mitchell Thomashow, a preeminent educator, shows how environmental studies can be taught from different perspective, one that is deeply informed by personal reflection. Through theoretical discussion as well as hands-on participatory learning approaches, Thomashow provides concerned citizens, teachers, and students with the tools needed to become reflective environmentalists. What do I know about the place where I live? Where do things come from? How do I connect to the earth? What is my purpose as a human being? These are the questions that Thomashow identifies as being at the heart of environmental education. Developing a profound sense of oneself in relationship to natural and social ecosystems is necessary grounding for the difficult work of environmental advocacy. In this book he provides a clear and accessible guide to the learning

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Stone

experiences that accompany the construction of an "ecological identity": using the direct experience of nature as a framework for personal decisions, professional choices, political action, and spiritual inquiry. Ecological Identity covers the different types of environmental thought and activism (using John Muir, Henry David Thoreau, and Rachel Carson as environmental archetypes, but branching out into ecofeminism and bioregionalism), issues of personal property and consumption, political identity and citizenship, and integrating ecological identity work into environmental studies programs. Each chapter has accompanying learning activities such as the Sense of Place Map, a Community Network Map, and the Political Genogram, most of which can be carried out on an individual basis. Although people from diverse backgrounds become environmental activists and enroll in environmental studies programs, they are rarely encouraged to examine their own history, motivations, and aspirations. Thomashow's approach is to reveal the depth of personal experience that underlies contemporary environmentalism and to explore, interpret, and nurture the learning spaces made possible when people are moved to contemplate their experience of nature.

Dangerous Years

Our efforts to build a sustainable world cannot succeed unless future generations learn how to partner with natural systems to our mutual benefit. In other words, children must become "ecologically literate." The concept of ecological literacy advanced

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Stone

by this book's creators, the Center for Ecoliteracy in Berkeley, California, goes beyond the discipline of environmental education. It aims, says David Orr in his foreword, "toward a deeper transformation of the substance, process, and scope of education at all levels"—familial, geographic, ecological, and political. The reports and essays gathered here reveal the remarkable work being done by the Center's network of partners. In one middle school, for example, culinary icon Alice Waters founded a program that not only gives students healthy meals but teaches them to garden—and thus to study life cycles and energy flows. Other hands-on student projects described here range from stream restoration and watershed exploration to confronting environmental justice issues at the neighborhood level. With contributions from distinguished writers and educators, such as Fritjof Capra, Wendell Berry, and Michael Ableman, *Ecological Literacy* reflects the best thinking about how the world actually works and how learning occurs. Parents and educators everywhere will find it an invaluable resource.

Smart by Nature

An updated edition of the award-winning analysis of the role of race in the classroom features a new author introduction and framing essays by Herbert Kohl and Charles Payne, in an account that shares ideas about how teachers can function as "cultural transmitters" in contemporary schools and communicate more effectively to overcome race-related academic challenges. Original.

Activity Theory in Education

“The hope for the future depends on teaching current and future students the analytical and critical thinking skills for dealing with the most critical problems. My own hope is for this book to be read by everyone, even those outside the field of environmental education. Read this book, read it again, share it widely, and do something - anything - to help our needy and wounded planet.”-Marc Bekoff, author of *The Animal Manifesto: Six Reasons For Expanding Our Compassion Footprint* "Saylan and Blumstein provide a compelling vision of what can be, and what should be, if we have the courage to open our eyes and the boldness to act.”-Peter Saundry, Ph.D., Executive Director of the National Council for Science and the Environment “A clarion call to incorporate environmental education in all grades K-12, across all academic disciplines, in order to produce future generations of environmental stewards.”-Mark Gold, President, Heal The Bay "We need a sea change in the educational system. After all, if we can teach schoolchildren that vandalism is wrong, why can we not teach them that environmental destruction is wrong? This book is a haunting call to action. A beautifully written manifesto that gets it right.”-Ron Swaisgood, Director of Applied Animal Ecology, Institute for Conservation Research, San Diego Zoo Global “The greatest threat to the future of all species on the planet is the huge gap between what is understood about global climate change by the scientific community and what is known about climate change by the people who need to know -- the public.

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The sound prescriptions in this book need to be read now. We are running out of time.”-Dr. James Hansen, world-renowned climatologist and author of Storms of My Grandchildren: The Truth About the Coming Climate Catastrophe and Our Last Chance to Save Humanity “Environmental education is a disaster and educating the public on environmental issues is the greatest challenge facing humanity today. This book will help us understand why we are headed toward the collapse of civilization, and more important, how to fix it. Packed with sound science, useful information, and brilliant ideas, it is a book we must read, and give, to our local school boards and principals nationwide. Our children will thank us.”-Paul R. Ehrlich, author of The Population Bomb and Humanity on a Tightrope

Ecological Literacy

In *Earth in Mind*, noted environmental educator David W. Orr focuses not on problems in education, but on the problem of education. Much of what has gone wrong with the world, he argues, is the result of inadequate and misdirected education that: alienates us from life in the name of human domination; causes students to worry about how to make a living before they know who they are; overemphasizes success and careers; separates feeling from intellect and the practical from the theoretical; deadens the sense of wonder for the created world. The crisis we face, Orr explains, is one of mind, perception, and values. It is, first and foremost, an educational challenge. The author begins by establishing the grounds for a

Stone

debate about education and knowledge. He describes the problems of education from an ecological perspective, and challenges the "terrible simplifiers" who wish to substitute numbers for values. He follows with a presentation of principles for re-creating education in the broadest way possible, discussing topics such as biophilia, the disciplinary structure of knowledge, the architecture of educational buildings, and the idea of ecological intelligence. Orr concludes by presenting concrete proposals for reorganizing the curriculum to draw out our affinity for life.

Ecological Identity

"What year are you preparing your students for? 1973? 1995? Can you honestly say that your school's curriculum and the program you use are preparing your students for 2015 or 2020? Are you even preparing them for today?" With those provocative questions, author and educator Heidi Hayes Jacobs launches a powerful case for overhauling, updating, and injecting life into the K-12 curriculum. Sharing her expertise as a world-renowned curriculum designer and calling upon the collective wisdom of 10 education thought leaders, Jacobs provides insight and inspiration in the following key areas: * Content and assessment--How to identify what to keep, what to cut, and what to create, and where portfolios and other new kinds of assessment fit into the picture. * Program structures--How to improve our use of time and space and groupings of students and staff. * Technology--How it's transforming teaching, and how to take advantage of students' natural facility with

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technology. * Media literacy--The essential issues to address, and the best resources for helping students become informed users of multiple forms of media. * Globalization--What steps to take to help students gain a global perspective. * Sustainability--How to instill enduring values and beliefs that will lead to healthier local, national, and global communities. * Habits of mind--The thinking habits that students, teachers, and administrators need to develop and practice to succeed in school, work, and life. The answers to these questions and many more make Curriculum 21 the ideal guide for transforming our schools into what they must become: learning organizations that match the times in which we live.

Ecoliterate

This book addresses the changes in education practices, especially basic education, necessitated by the global challenges of climate change and sustainable development and in a context characterized by increasing poverty and inequality, migration and refugees. Written by a range of international scholars, scientists and grassroots practitioners from Africa, Latin America, Asia (India, China, Malaysia) and Europe, the individual contributions focus on education policies and child development in various social contexts. Case-based experiences from both developed and developing countries provide inspiration and shed new light on the fundamental changes needed to adapt existing school systems and teacher training to face the challenges of the future. In this regard, the need to

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empower children themselves is emphasized. All contributions are based on a Workshop hosted in November 2015 by the Pontifical Academy of Sciences at the Vatican entitled “Children and Sustainable Development: A Challenge for Education” and follow three other significant events on sustainable development in 2015, namely the publication of *Laudato Si'*, the Encyclical Letter from Pope Francis, the release of the United Nations Sustainable Development Goals, and the COP21 Conference in Paris.

The Learning Garden

Earth education is traditionally confined to specific topics: ecoliteracy, outdoor education, environmental science. But in the coming century, on track to be the warmest in human history, every aspect of human life will be affected by our changing planet. Emerging diseases, food shortages, drought, and waterlogged cities are just some of the unprecedented challenges that today's students will face. How do we prepare 9.5 billion people for life in the Anthropocene, to thrive in this uncharted and more chaotic future? Answers are being developed in universities, preschools, professional schools, and even prisons around the world. In the latest volume of *State of the World*, a diverse group of education experts share innovative approaches to teaching and learning in a new era. Topics include systems thinking for kids; the importance of play in early education; social emotional learning; comprehensive sexuality education; indigenous knowledge; sustainable

business; medical training to treat the whole person; teaching law in the Anthropocene; and more. EarthEd addresses schooling at all levels of development, from preschool to professional. Its lessons can inform teachers, policy makers, school administrators, community leaders, parents, and students alike. And its vision will inspire anyone who wants to prepare students not only for the storms ahead but to become the next generation of sustainability leaders.

Future Wise

For more than three decades, David Orr has been one of the leading voices of the environmental movement, championing the cause of ecological literacy in higher education, helping to establish and shape the field of ecological design, and working tirelessly to raise awareness of the threats to future generations posed by humanity's current unsustainable trajectory. *Hope Is an Imperative* brings together in a single volume Professor Orr's most important works. These include classics such as "What Is Education For?," one of the most widely reprinted essays in the environmental literature, "The Campus and the Biosphere," which helped launch the green campus movement, and "Loving Children: A Design Problem," which renowned theologian and philosopher Thomas Berry called "the most remarkable essay I've read in my whole life." The book features thirty-three essays, along with an introductory section that considers the evolution of environmentalism, section introductions that place the essays into a larger context, and a foreword by physicist and author Fritjof Capra. *Hope Is an*

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Imperative is a comprehensive collection of works by one of the most important thinkers and writers of our time. It offers a complete introduction to the writings of David Orr for readers new to the field, and represents a welcome compendium of key essays for longtime fans. The book is a must-have volume for every environmentalist's bookshelf.

Educating Everybody's Children

A new integration of Goleman's emotional, social, and ecological intelligence. Hopeful, eloquent, and bold, *Ecoliterate* offers inspiring stories, practical guidance, and an exciting new model of education that builds - in vitally important ways - on the success of social and emotional learning by addressing today's most important ecological issues. This book shares stories of pioneering educators, students, and activists engaged in issues related to food, water, oil, and coal in communities from the mountains of Appalachia to a small village in the Arctic; the deserts of New Mexico to the coast of New Orleans; and the streets of Oakland, California to the hills of South Carolina. *Ecoliterate* marks a rich collaboration between Daniel Goleman and the Center for Ecoliteracy, an organization best known for its pioneering work with school gardens, school lunches, and integrating ecological principles and sustainability into school curricula. For nearly twenty years the Center has worked with schools and organizations in more than 400 communities across the United States and numerous other countries. *Ecoliterate* also presents five core practices of emotionally and socially engaged

Eager to Learn

Our landscapes push aside wildlife and in turn diminish our genetically-programmed love for wildness. How can we get ourselves back into balance through gardens, to speak life's language and learn from other species? Plenty of books tell home gardeners and professional landscape designers how to garden sustainably, what plants to use, and what resources to explore. Yet few examine why our urban wildlife gardens matter, and not just for ourselves, but for the larger human and animal communities. Author Benjamin Vogt addresses why we need a new garden ethic, and why we urgently need wildness in our daily lives, lives sequestered in buildings surrounded by monocultures of lawn and concrete that significantly harm our physical and mental health. He examines the psychological issues around climate change and mass extinction as a way to understand how we are short circuiting our response to global crises, especially by not growing native plants in our gardens. Simply put, environmentalism is not political, it's social justice for all species marginalized today and for those facing extinction tomorrow. By thinking deeply and honestly about our built landscapes, we can create a compassionate activism that connects us more profoundly to nature and to one another. Benjamin Vogt is a writer and photographer whose work has appeared in over sixty publications. He writes a native plant garden design column at Houzz.com and speaks nationally on sustainable

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design and wildlife landscapes. He's the owner of Monarch Gardens, a prairie garden design firm, in Eastern Nebraska.

A New Garden Ethic

A stellar group of America's leading political thinkers explore how to reboot our democracy The presidential election of 2016 highlighted some long-standing flaws in American democracy and added a few new ones. Across the political spectrum, most Americans do not believe that democracy is delivering on its promises of fairness, justice, shared prosperity, or security in a changing world. The nation cannot even begin to address climate change and economic justice if it remains paralyzed by political gridlock. Democracy Unchained is about making American democracy work to solve problems that have long impaired our system of governance. The book is the collective work of thirty of the most perceptive writers, practitioners, scientists, educators, and journalists writing today, who are committed to moving the political conversation from the present anger and angst to the positive and constructive change necessary to achieve the full promise of a durable democracy that works for everyone and protects our common future. Including essays by Yasha Mounk on populism, Chisun Lee on money and politics, Ras Baraka on building democracy from the ground up, and Bill McKibben on climate, Democracy Unchained is the articulation of faith in democracy and will be required reading for all who are working to make democracy a reality. Table of Contents Foreword Introduction David W. Orr Part I.

Read Online Ecological Literacy Educating Our Children For A Sustainable World Michael K

Stone

The Crisis of Democracy Populism and Democracy Yascha Mounk Reconstructing Our Constitutional Democracy K. Sabeel Rahman Restoring Healthy Party Competition Jacob S. Hacker and Paul Pierson When Democracy Becomes Something Else: The Problem of Elections and What to Do About It Andrew Gumbel The Best Answer to Money in Politics After Citizens United: Public Campaign Financing in the Empire State and Beyond Chisun Lee Remaking the Presidency After Trump Jeremi Suri The Problem of Presidentialism Stephen Skowronek Part II. Foundations of Democracy Renewing the American Democratic Faith Steven C. Rockefeller American Land, American Democracy Eric Freyfogle Race and Democracy: The Kennedys, Obama, Trump, and Us Michael Eric Dyson Liberty and Justice for All: Latina Activist Efforts to Strengthen Democracy in 2018 Maria Hinojosa What Black Women Teach Us About Democracy Andra Gillespie and Nadia E. Brown Engines of Democracy: Racial Justice and Cultural Power Rashad Robinson Civic and Environmental Education: Protecting the Planet and Our Democracy Judy Braus The Supreme Court's Legitimacy Crisis and Constitutional Democracy's Future Dawn Johnsen Part III. Policy Challenges Can Democracy Survive the Internet? David Hickton The New New Deal: How to Reregulate Capitalism Robert Kuttner First Understand Why They're Winning: How to Save Democracy from the Anti-Immigrant Far Right Sasha Polakow-Suransky No Time Left: How the System Is Failing to Address Our Ultimate Crisis Bill McKibben Powering Democracy Through Clean Energy Denise G. Fairchild The Long Crisis: American Foreign Policy Before and After Trump Jessica Tuchman Mathews

Read Online Ecological Literacy Educating Our Children For A Sustainable World Michael K

Stone

Part IV. Who Acts, and How? The Case for Strong Government William S. Becker The States Nick Rathod Democracy in a Struggling Swing State Amy Hanauer Can Independent Voters Save American Democracy? Why 42 Percent of American Voters Are Independent and How They Can Transform Our Political System Jaqueline Salit and Thom Reilly Philanthropy and Democracy Stephen B. Heintz Keeping the Republic Dan Moulthrop The Future of Democracy Mayor Ras Baraka Building a University Where All People Matter Michael M. Crow, William B. Dabars, and Derrick M. Anderson Biophilia and Direct Democracy Timothy Beatley Purpose-Driven Capitalism Mindy Lubber Restoring Democracy: Nature's Trust, Human Survival, and Constitutional Fiduciary Governance 397 Mary Christina Wood Conclusion Ganesh Sitaraman

Asphalt to Ecosystems

In this book, Frederique Apffel-Marglin draws on a lifetime of work with the indigenous peoples of Peru and India to support her argument that the beliefs, values, and practices of such traditional peoples are "eco-metaphysically true."

Democracy Unchained

We live in a time of unprecedented planetary ecocrisis, one that poses the serious and ongoing threat of mass extinction. Drawing upon a range of theoretical influences, this book offers the foundations of a philosophy of ecopedagogy for the global north. In so doing, it poses challenges to

today's dominant ecoliteracy paradigms and programs, such as education for sustainable development, while theorizing the needed reconstruction of critical pedagogy itself in light of our presently disastrous ecological conditions.

Educating for Eco-justice and Community

Ecological design is an emerging field that aims to recalibrate what humans do in the world according to how the world works as a biophysical system. This work is about starting things: an ecological design revolution that changes how we provide food, shelter and livelihood, and deal with waste.

Earth in Mind

Anthropocene or Capitalocene?

At a time when literacy has become more of a political issue than a research or pedagogical one, this volume refocuses attention on work with young children that places them at the center of their literacy worlds. Drawing on robust and growing knowledge which is often marginalized because of political and legislative forces, it explores young children's literacies as inclusive, redefined, and broadened—encompassing technologies, the arts, multiple modalities, and teaching and learning for democracy, cultural sustainability and social justice. Highlighted themes include children's rights to grow through playful engagements with multiple literacies

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to interrogate their worlds; adults who expand and inspire children's consciousness and awareness of others and the world around them; the centrality of meaning making in all aspects of language and literacy development; a deep respect for diversities, including languages, cultures, sexual orientation, socioeconomic status and more; and an expansive understanding of the nature of texts.

School, Family, and Community Partnerships

Focusing on the human relationship with plants, the author of *Second Nature* uses botany to explore four basic human desires--sweetness, beauty, intoxication, and control--through portraits of four plants that embody them: the apple, tulip, marijuana, and potato. 100,000 first printing.

EarthEd (State of the World)

This reference handbook tackles issues relevant to leadership in the realm of the environment and sustainability.

Ecological Literacy

A Pedagogy of Place offers an alternative vision for outdoor education practice. This timely book calls into question some of the underlying assumptions and 'truths' about outdoor education, putting forward alternatives to current practice that are responsive to local conditions and cultural traditions. In this renewal

of outdoor education philosophy and practice, the emphasis is upon responding to, and empathising with, the outdoors as particular places, rich in local meaning and significance. Current outdoor education theory and practice is influenced by cultural ideas about risk and adventure, and by psychological theories of personal and social development. However, in recent decades the professional discourse of outdoor education has made a noticeable shift to include education for the 'environment' and 'nature'. This has resulted in a mismatch between theory and practice: traditional notions of proving oneself 'against' the challenges of the outdoors are antithetical to the development of an empathetic relationship with outdoor places, which growing concern with today's environment demands. This book is the first of its kind to articulate a renewal of philosophy and practice for outdoor education that is in keeping with the educational needs of today's young people as they grapple with considerable social and ecological changes in a rapidly changing world. The authors draw extensively on international, national and local literature and provide compelling case studies drawn from the Australian and New Zealand contexts.

A Pedagogy of Place

Whilst 'environmental education', and more recently 'education for sustainable development' are important trends, they are not sufficient to reorient and transform education as a whole--and. This Briefing critiques the prevailing managerial and mechanistic

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Stone

paradigm in education, and argues that an ecological view of educational theory, practice and policy is necessary to assist the sustainability transition. The Briefing then shows how 'a systemic change of educational culture towards the realization of human potential and the interdependence of social, economic and ecological wellbeing--can lead to transformative learning.

Ecological Literacy

Considers future of civilization in the light of what we know about climate change and related threats. David Orr, an award-winning, internationally recognized leader in the field of sustainability and environmental education, pulls no punches: even with the Paris Agreement of 2015, Earth systems will not reach a new equilibrium for centuries. Earth is becoming a different planet, more threadbare and less biologically diverse, with more acidic oceans and a hotter, more capricious climate. Furthermore, technology will not solve complex problems of sustainability.

Critical Pedagogy, Ecoliteracy, & Planetary Crisis

Until now, freedom-minded parents had no educational material to teach their children the concepts of liberty. The Tuttle Twins series of books helps children learn about political and economic principles in a fun and engaging manner. With colorful illustrations and a fun story, your children will follow Ethan and Emily as they learn about liberty!

Ecological Intelligence

How to teach big understandings and the ideas that matter most Everyone has an opinion about education, and teachers face pressures from Common Core content standards, high-stakes testing, and countless other directions. But how do we know what today's learners will really need to know in the future? Future Wise: Educating Our Children for a Changing World is a toolkit for approaching that question with new insight. There is no one answer to the question of what's worth teaching, but with the tools in this book, you'll be one step closer to constructing a curriculum that prepares students for whatever situations they might face in the future. K-12 teachers and administrators play a crucial role in building a thriving society. David Perkins, founding member and co-director of Project Zero at Harvard's Graduate School of Education, argues that curriculum is one of the most important elements of making students ready for the world of tomorrow. In Future Wise, you'll learn concepts, curriculum criteria, and techniques for prioritizing content so you can guide students toward the big understandings that matter. Understand how learners use knowledge in life after graduation Learn strategies for teaching critical thinking and addressing big questions Identify top priorities when it comes to disciplines and content areas Gain curriculum design skills that make the most of learning across the years of education Future Wise presents a brand new framework for thinking about education. Curriculum can be one of the hardest things for teachers and administrators to change, but

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David Perkins shows that only by reimagining what we teach can we lead students down the road to functional knowledge. Future Wise is the practical guidebook you need to embark on this important quest.

Reclaiming Early Childhood Literacies

Designed to promote reflection, discussion, and action among the entire learning community, *Educating Everybody's Children* encapsulates what research has revealed about successfully addressing the needs of students from economically, ethnically, culturally, and linguistically diverse groups and identifies a wide range of effective principles and instructional strategies. Although good teaching works well with all students, educators must develop an extensive repertoire of instructional tools to meet the varying needs of students from diverse backgrounds. Those tools and the knowledge base behind them are the foundation of this expanded and revised second edition of *Educating Everybody's Children*. Each strategy discussed in the book includes classroom examples and a list of the research studies that support it. The most important thing we have learned as a result of the education reform movement is that student achievement stands or falls on the motivation and skills of teachers. We must ensure that all teachers are capable of delivering a standards-based curriculum that describes what students should know and be able to do, and that these standards are delivered by means of a rich and engaging "pedagogy of plenty." By these two acts we can ensure that all

schools will be ready and able to educate everybody's children.

Sustainable Education

Activity Theory in Education: Research and Practice brings together cutting-edge scholars from a number of continents. Through in-depth case studies the authors highlight how Activity Theory is used in education and discuss the theoretical as well as pragmatic use of Activity Theory frameworks in a range of contemporary learning contexts. The first section of the book focuses on empirical research on using Activity Theory in analysing students' and teachers' experiences of learning and teaching in face-to-face and online learning contexts. The second section contains insights in identifying historical and systemic tensions in educational contexts using Activity Theory. The third section discusses conceptual and contextual aspects of educational contexts through Activity Theory, and Section four discusses the application of Activity Theory in understanding teachers' Pedagogical Content Knowledge and curriculum development. In spite of the widespread and rapidly increasing use of Activity Theory in educational research, few collections of this work are available. Activity Theory in Education: Research and Practice is such a much needed collection of practical experiences, theoretical insights and empirical research findings on the use of Activity Theory in educational settings." - Yrjö Engeström, Centre for Research on Activity, Development and Learning (CRADLE), The University of Helsinki.

The Failure of Environmental Education (And How We Can Fix It)

The most important discoveries of the 20th century exist not in the realm of science, medicine, or technology, but rather in the dawning awareness of the earth's limits and how those limits will affect human evolution. Humanity has reached a crossroad where various ecological catastrophes meet what some call sustainable development. While a great deal of attention has been given to what governments, corporations, utilities, international agencies, and private citizens can do to help in the transition to sustainability, little thought has been given to what schools, colleges, and universities can do. Ecological Literacy asks how the discovery of finiteness affects the content and substance of education. Given the limits of the earth, what should people know and how should they learn it?

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