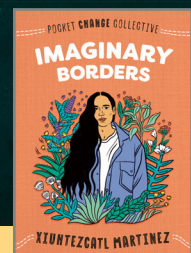
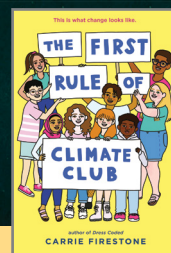
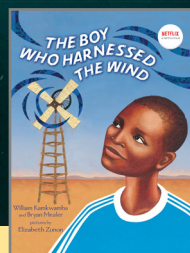


CLIMATE JOURNEYS

BOOKS TO ENGAGE YOUR STUDENTS AND PATRONS ON THE ENVIRONMENT AND CLIMATE CHANGE



AND MORE!





BACKGROUND



Storytelling has long been the way people have made sense of their place in the natural world. Even today we are drawn to stories demonstrating the power of extreme weather events as communities react to the changing climate. For young people globally, the effect of climate disasters has had a devastating effect on their mental health. A report by the American Psychological Association (APA) titled *Mental Health and Our Changing Climate: Children and Youth Report 2023*¹, details the significant impact of climate change on young people's mental health, indicating that children and youth are particularly vulnerable to experiencing the long-term effects of anxiety, depression, and trauma due to climate-related events and the perceived threat to their future environment.

For youth who also experience daily trauma associated with poverty, racism, or other significant childhood stressors, an emphasis on presenting climate change topics in a way that mitigates retraumatizing vulnerable youth is a priority.

In a 2022 report, over 80% of parents and 86% of teachers supported more teaching about climate change issues, but only 60% of teachers said they felt comfortable doing so² either because it didn't fit their content area, or they didn't feel prepared to address the topic. Research shows that youth who see hope and feel they are making a difference to the environment are better able to cope with climate stress, and meaningful discussions about climate change can help.

Core strategies for addressing climate anxiety in youth include (1) acknowledging and validating feelings, (2) emotional coping tools (including reframing; cultivating meaning, hope, and optimism; and mindfulness), (3) social connection, (4) connecting with

nature, (5) climate action, (6) self-care, and (7) climate justice awareness. The activities in this educator's guide align these core strategies with the following parts of the CASEL Social and Emotional Framework to create opportunities to recognize and use these skills in the context of climate change education.³

Social Awareness: Taking others' perspectives, recognizing strengths in others, demonstrating empathy and compassion, showing concern for the feelings of others, understanding and expressing gratitude, identifying diverse social norms, including unjust ones, and recognizing situational demands and opportunities.

Self-Awareness: Identifying one's own emotions, integrating personal and social identities; identifying personal, cultural, and linguistic assets; identifying one's emotions; demonstrating honesty and integrity; linking feelings, values, and thoughts; examining prejudices and biases; and experiencing self-efficacy.

Responsible Decision-Making: Demonstrating curiosity and open-mindedness; learning how to make a reasoned judgment after analyzing information, data, and facts; identifying solutions for personal and social problems; anticipating and evaluating the consequences of one's actions; recognizing how critical thinking skills are useful both inside and outside of school; reflecting on one's role to promote personal, family, and community well-being; and evaluating personal, interpersonal, community, and institutional impacts.

¹ Clayton, S., Manning, C. M., Hill, A. N., & Speiser, M. (2023). *Mental Health and Our Changing Climate: Children and Youth Report 2023*. Washington, D.C.: American Psychological Association and ecoAmerica.

² Litvinov, A. (2024). "Meeting the Challenge of Teaching Climate Change." *NEA Today*. [National Education Association](#).

³ Dooley, L., Sheats, J., Hamilton, O., Chapman, D., & Karlin, B. (2021). *Climate Change and Youth Mental Health: Psychological Impacts, Resilience Resources, and Future Directions*. Los Angeles, CA: See Change Institute.

HOW TO USE THIS GUIDE

The books in the Climate Journeys collection give students the opportunity to step into the pages of a book and travel with others in the journey to understanding their changing environment. A variety of literary formats, including integrated epistolary novels, novels in verse, graphic novels, picture books, and literary nonfiction, center multimodal reading in the collection. By presenting information through multiple modalities, educators can reach a broader range of students and create a more inclusive learning environment. The format of the book should not determine the audience, since the content and purpose of the narrative takes precedence in this collection. For example, age-appropriate novels may be read aloud to younger students with less developed reading skills, while simple picture books may introduce or supplement important topics for older students. Whenever possible, classroom sets of books should be made available to students so they can take time to study picture details, mark memorable passages, or explore visual themes through non-linear reading.

IN THIS COLLECTION:

1. Books have been organized by their focus related to the core strategies for addressing climate anxiety in youth.
 - a. **Nature Walks**—environmental awareness for the youngest readers
 - b. **River Journeys**—social support and hope
 - c. **Mountain Journeys**—individual strength and empowerment
 - d. **Island Journeys**—resilience
2. Activities that accompany reading lead each group. These activities meet Common Core ELA Anchor Standards for Reading, Writing, Speaking, Listening, and Language. Activities encourage multimodal analysis and expression in order to allow students multiple entry points for participation in ways that align with the core strategies for addressing climate anxiety in youth. The activities are designed for use across grade bands, so they are appropriate for out-of-school learning or other multiple age and abilities learning contexts.
3. A brief summary of each book highlights climate or environmental messaging. Inclusion of back matter is listed, as it extends the scope of learning by augmenting reading level and interest level and by providing additional teaching resources. Publisher discussion/activity guides are also listed if available.
4. Elements of the core strategies for alleviating climate anxiety are listed with the book to highlight topic strengths as well as missing components that might spur discussion.



The activities in this educator guide are not intended to be used in place of the care of a mental health professional. Please include youth support systems in the form of families, school counselors, and appropriate mental health professionals in working with children and youth who experience trauma or the effects of climate-related disasters.

TIFFANY COULSON earned her Masters in Library and Information Science from the University of Washington. She has 20 years of experience working in schools and public libraries and currently works for Altera, an educational non-profit, as a curriculum designer and research librarian. Her professional interests include feminist research, mental health advocacy, family literacy and culturally relevant approaches to curriculum design. She peer reviews research for several professional organizations as well as having reviewed grants on mental health in schools for the U.S. Department of Education. She enjoys working, writing, and presenting remotely from her home on an apple orchard in rural Washington State.



NATURE WALKS:

Books That Introduce Environmental Awareness For Young Learners | Ages PreK–3

Because the realities of the climate crisis may not be considered developmentally appropriate for younger children, and for those communities where children have experienced climate-associated trauma, educators may instead adopt a pro-environmental approach to climate education. Environmentalist David Suzuki has pointed out that **“Unless we are willing to encourage our children to reconnect with and appreciate the natural world, we can’t expect them to help protect and care for it.”**

Through picture books, the natural world speaks to children, inviting them to learn, appreciate, explore, and then share. Whether it is a parrot fish explaining how it helps create beaches, a personified cloud tumbling joyfully through a playful water cycle sequence, or the endangered sloth, pangolin, or quokka introducing their environments and the ways people help care for them, information about the natural world comes creatively to life through the pages of the Nature Walk collection.

Positive environmental messaging about wonder, stewardship, resilience, and hope encourage children to learn outdoors and experience the mental health benefits that come with interacting with nature.

Activities that pair well with a picture book start in the book and extend to exploration across content areas!

- **“Tree Charts”:** Before reading, adapt an inquiry-based “T” chart to be a “Tree Chart” by drawing a simple tree trunk, horizontal branches, and a tree canopy. On one side of the trunk, write “What do we know?,” and on the other, “What do we wonder?” Children can share background knowledge to fill in what they already know based on the title and cover of the book. Children can then share their curiosity by crowdsourcing a “wonder” list that you will revisit after reading to see if questions were answered by the book.
- **Nature Journal:** Paper bag “junk journals,” accordion photo books, or small blank notebooks are an accessible way to integrate the elements of book study with place-based environmental engagement. Students can collect vocabulary words, favorite quotes, or short reflections after reading and can revisit themes from their books through outdoor texture exploration, sensory experiences, or annotated drawings. Nature journals help tie together environmental thematic units over days or weeks and act as a multimodal assessment of student learning as well as a way to extend learning beyond school to all the outdoor spaces children have access to.
- **Dramatic Play and Movement:** Play is real-time storytelling and can be introduced to children as a way to communicate understanding. Can students show how an animal moves, perform their own wordless water cycle, or sway and bend to musical wind? Can they role-play with costumes or imaginative toys, showing ways that conservationists protect plant and animal habitats so the living earth can thrive?
- **Nature Walks:** Outdoor walks in nature have proven mental and physical health benefits for children. Nature walks can be enhanced by providing students with visual information guides, magnifying glasses, or time to slow down and write or draw something that can be added to a journal. It is important for children to interact with nature without altering, removing, or harming natural elements. Intentional time spent outdoors provides a direct connection to the local environment, fosters an appreciation for nature, and promotes curiosity and a sense of stewardship towards the earth.
- **Everyday Activism:** Even the youngest learners can contribute to the future health of their environment by being responsible for their own garbage, cleaning up after pets, recycling, gardening, or planting trees.

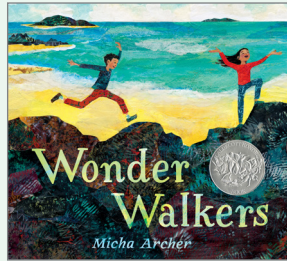
NATURE WALKS:

Books That Introduce Environmental Awareness For Young Learners | Ages PreK–3 (Continued)

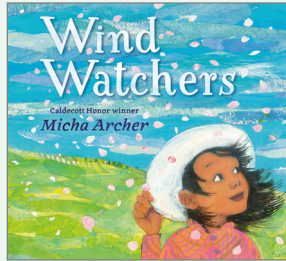
KIDS CONNECTING WITH NATURE: EXPERIENCE AND RESILIENCE



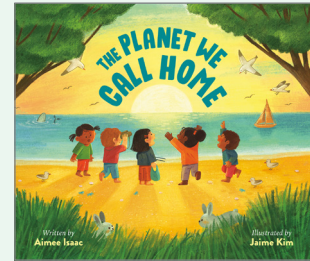
THE NATURE JOURNAL
Time spent outdoors brings a young boy and his father together through the pictures, diagrams, and memories they keep in their nature journals.



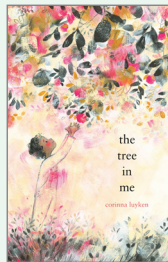
WONDER WALKERS
“I wonder” questions are poetically shared by two children exploring the outdoors together, driving them to look for metaphors that connect the pieces of the natural world.



WIND WATCHERS
Caldecott Honor winner Micha Archer’s spectacular collages celebrate the everyday, always-changing weather phenomenon that is wind.



THE PLANET WE CALL HOME
A cumulative tale about the earth with cute pictures of children and communities thriving in nature. Back matter includes a “How Can We Prevent Pollution?” guide for kids.

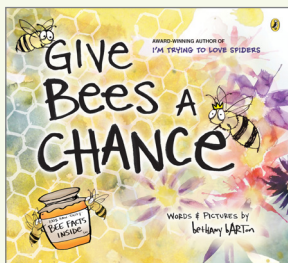


THE TREE IN ME
Poetic narrative with only one or two words accompanying full-page illustrations that celebrate a child’s physical and figurative connection with the natural world. [Activity guide available.](#)

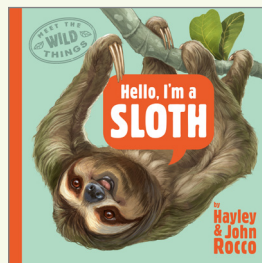


WORLD OF WONDER
A rhyming message for the youngest learners, this text celebrates kindness and connection with the natural world.

CREATURE CONSERVATION: EMPATHY AND HOPE



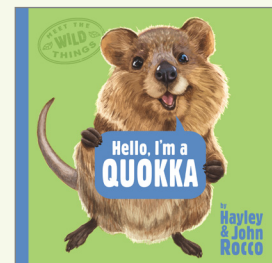
GIVE BEES A CHANCE
This humorous take that provides information about bees will entertain young learners and keep emergent readers engaged with the many details presented by an anonymous narrator and his cartoon friend.



HELLO, I'M A SLOTH
A sleepy sloth helps readers learn all about this species. Back matter outlines why sloths are endangered, but not before the sloth assures readers that “They’re building rope bridges to help us get where we need to go. Will you help too?”



HELLO, I'M A PANGOLIN
A friendly pangolin introduces its species and habitats and explains why it is endangered. The final illustrated page shows conservationists holding a pangolin who says, “With their help—and maybe yours too—we pangolins can be around for a long time to come.”



HELLO, I'M A QUOKKA
The quokka, a small animal native to Australia, acts as a narrator presenting basic information on illustrated pages and asking questions of the reader. “I hop, hop, hop to get around. Do you like hopping?” Back matter includes why quokkas are endangered and how people are helping them.

NATURE WALKS:

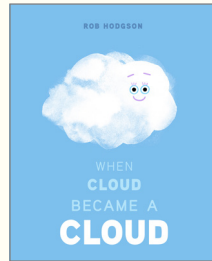
Books That Introduce Environmental Awareness For Young Learners | Ages PreK–3 (Continued)

INFORMATIONAL STORYTELLING: KNOWLEDGE AND STEWARDSHIP



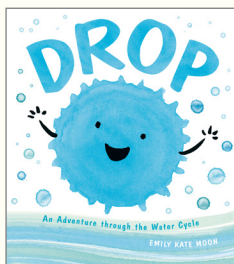
WHEN TREE BECAME A TREE

Plenty of details about root systems, types of trees, growth patterns, and their contributions to the environment are accompanied by friendly personified trees that will appeal to young readers.



WHEN CLOUD BECAME A CLOUD

The sun, the lake, and clouds are all smiles as details of the water cycle are personified through simple illustrations accented with comments by droplets of water vapor—"Here we go again!"



DROP

Meet Drop. She's water! Everywhere Drop flows—and she flows everywhere—she keeps things moving and has a great time doing it, making life on earth possible."



PARROTFISH HAS A SUPERPOWER

Humorous comic-style dialogue between a parrotfish and hammerhead shark propel this informational narrative with about the interconnectedness of the ocean and land. A fun true-or-false quiz is included on the last page.



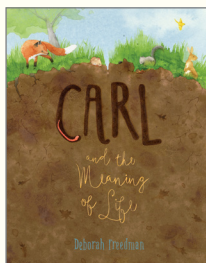
TIDE POOL TROUBLES

This beginning graphic novel offers emergent readers some autonomy in exploring an endearing mystery with a message about acting as good stewards of the environment.



HOW TO SAY HELLO TO A WORM

Simple illustrations accompany simple instructional text for gardening in which children look, listen, touch, and taste their garden. Back matter outlines gardening tips for kids and adults.



CARL AND THE MEANING OF LIFE

Carl the worm learns that every creature has a purpose. Back matter includes the author's note "How do you help the earth?" [Activity guide available.](#)



PAPILIO

A simple but accurate informational narrative combines the allure of a nature journal with comic-style panels about the life cycle of an unusual black butterfly. Mixed panels and full-page illustration spreads, plus the personification of living creatures, will appeal to a wide range of ages and reading abilities.



CAN I RECYCLE THIS?

This positive guide for kids is a fresh approach to recycling. Simple guidance is accompanied by explanations that inform and include children as agents of change. Five pages at the end of the book present a vision of a positive future. Back matter includes an author's note, resource links, and a glossary.

CLIMATE JOURNEYS:

Books To Engage Readers On Climate Change And The Environment

RIVER JOURNEYS

COMMUNITY EXPERIENCE AND COLLABORATION MARK THESE JOURNEYS TO POSITIVE ENVIRONMENTAL ACTIVISM

The Same Boat: Have students consider the idea that we are all “in the same boat.” Ask them to discuss in a group how the “same boat” idea influences the outcome of the book they read. Then, ask them to identify illustrations where the community is present. What is happening in those illustrations? Have them explain their observations through a shadow puppet theater story, a dramatic play, or a poetry performance.

Shared Climate Journeys: For many groups of Indigenous knowledge holders, community includes humans and other living things co-existing and benefitting each other in a place. Communicate with local Indigenous knowledge holders to learn from them and find ways that your students can give back to their community. Using lessons from the Indigenous STEAM Collaborative, explore different ways of knowing about the land, plants, and animals in an area in order to enrich your understanding of community.

<https://indigenousteam.org/>

Environmental Justice: Ask students to consider the idea that we are all travelling the same river—but not all in the same boat. Ask them to discuss in a group how environmental challenges or extreme weather affects groups of people differently in the story they read. How does the environment affect groups of people differently in your town or state? Access the EPA’s Environmental Justice Screening and Mapping Tool to learn more about climate and other environmental factors in your area or in the setting of the book.

<https://ejscreen.epa.gov/mapper/>

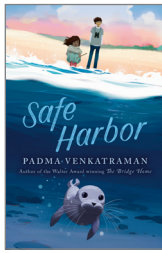
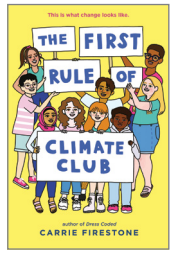
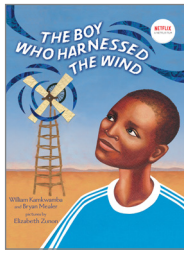
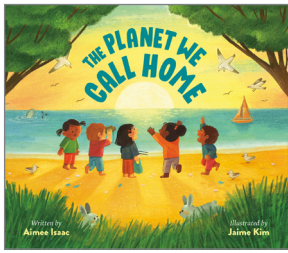
Celebrate Community: Weaving gratitude bracelets using recycled cardboard kumihimo discs is a great way to thank community members who care for and support the environment in your community. Have students research who helps care for the environment in your community. Invite these environmental first responders to a gratitude event where they can present the bracelets.

Raise Awareness: Work on a collaborative mural for school windows, a public library display, or a temporary town hall exhibit that focuses on positive environmental progress in your community. What are some of the great things people are doing for the environment or to help combat climate change in your area? How can people continue to help build an environment where everyone thrives? Plan how you will you communicate your positive environmental messages through words and pictures.

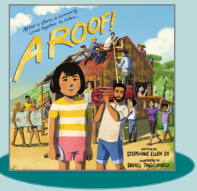
**see the full CCSS alignment on page 13*



RIVER JOURNEYS



PARENT-AND-FAMILY SHARED EXPERIENCES	COMMUNITY IDENTITY AND SUPPORT	AGE-APPROPRIATE INDIVIDUAL EMPOWERMENT	DEMONSTRATED RESILIENCE	OPPORTUNITIES TO IDENTIFY FEELINGS ABOUT ENVIRONMENTAL ISSUES	HOPE FOR THE FUTURE	ACTION-ORIENTED SOLUTIONS LEADING TO MEANINGFUL OUTCOMES
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A ROOF!

With the assistance of neighbors, a young girl and her father travel across a storm-ravaged countryside to return a roof to the family that lost theirs. Back matter explains the spirit of community resilience that follows environmental disasters often experienced by people in the Philippines.

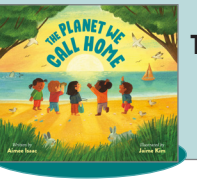
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A HAT FOR HOUSE

When a storm blows the roof off a house and its window eyes fill with tears, first the trees, then animals and neighbors tell the house “Let us help!” The stress of repeated storms is mitigated by community resilience as they build the house a new roof.

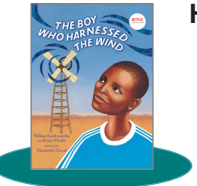
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THE PLANET WE CALL HOME

A cumulative tale about the earth with cute pictures of children and communities thriving in nature. Back matter includes a “How Can We Prevent Pollution?” guide for kids.

X X X X X X



BOY WHO HARNESSSED THE WIND
EL NIÑO QUE DOMÓ EL VIENTO

(álbum ilustrado)

This picture book version of the award-winning novel uses collages to visually highlight both climate change and community as the backdrop to young William Kamkwamba’s ingenuity in bringing water to his village. A good companion text for conversations with older students on resilience and empowerment in climate crises. Spanish edition available.

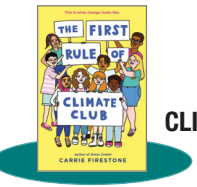
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SAFE HARBOR

In this novel told in verse, a young immigrant girl shows resilience as she copes with life in America and connects to her new home and community through environmental activism.

X X X X X X X



THE FIRST RULE OF CLIMATE CLUB

A middle school class on the climate crisis becomes the inspiration for local activism as students become agents for positive change. Short chapters in this middle grade novel are alternated with letters, notes, and texts highlighting how family, community, and peer networks can support the hope and well-being of young people who encounter climate-associated trauma that results in physical and mental health challenges as well as social injustice and environmental inequities.

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CLIMATE JOURNEYS:

Books To Engage Readers On Climate Change And The Environment (*Continued*)

MOUNTAIN JOURNEYS

PORTRAITS OF PEOPLE WHO MADE THE UPHILL JOURNEY TO BECOMING ENVIRONMENTAL ACTIVISTS

Lightning Bolt Moment: People who become leaders in environmental activism often say they were deeply influenced by reading about or role models when they were young, by time spent in nature, or by challenging events that changed their way of seeing the world. These are examples of powerful moments that light up the lives of people who want to help protect the environment. Have students look for these “lightning bolt moments” in the book they read. Collect words, “read” pictures, or find quotes that relate to the powerful influences on an activist in the book. Use a lightning bolt drawing to frame student writing, describing how a person, place, or event influenced an individual’s decision to become someone who works to make a difference for the environment. Ask students to discuss what people, places, or events in their lives make them want to help protect the environment.

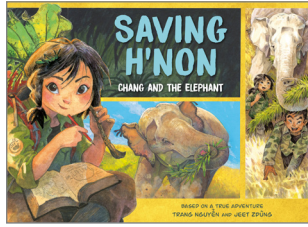
Mountain Obstacles: Have students collect words, “read” pictures, or find quotes relating to challenges that get in the way of an activist on their uphill journey to protecting or repairing the environment. Students may record their thoughts in words and/or pictures to be attached to a “boulder” background. Together with the class, they can place boulders on a mountain you create in the classroom to demonstrate how individuals can overcome challenges that sometimes get in the way of their journey to protect the earth.


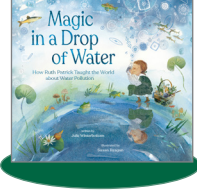



Design a Wearable Statement: In the book *Saving American Beach*, environmental activist MaVynee Betsch incorporates her passion for nature into how she looks. Her grandfather once told her, “Understand that everything you do makes a statement, whether it’s your jewelry, your clothes, or your house.” Assign students to think about a book they have read from the Mountain Journeys list, designing a piece of jewelry, clothing, a hat, or shoes for a person in the book that would help them communicate how they feel about the environment.

**see the full CCSS alignment on page 13*



MOUNTAIN JOURNEYS



	PARENT-AND-FAMILY SHARED EXPERIENCES	COMMUNITY IDENTITY AND SUPPORT	AGE-APPROPRIATE INDIVIDUAL EMPOWERMENT	DEMONSTRATED RESILIENCE	OPPORTUNITIES TO IDENTIFY FEELINGS ABOUT ENVIRONMENTAL ISSUES	HOPE FOR THE FUTURE	ACTION-ORIENTED SOLUTIONS LEADING TO MEANINGFUL OUTCOMES
 <p>MOTHER OF SHARKS MADRE DE LOS TIBURONES</p>		X	X	X	X	X	X
 <p>MAGIC IN A DROP OF WATER</p>	X	X	X	X	X	X	X
 <p>WILD PLACES</p>	X	X	X	X	X	X	X
 <p>SAVING SORYA</p>		X	X	X	X	X	X
 <p>SAVING H'NON</p>		X	X	X	X	X	X

Readers will follow a young version of future conservationist Melissa Cristina Márquez on a colorful underwater journey that is both informative and imaginative in presenting the world of sharks. Back matter includes “A Letter to You” by the author. Spanish edition available.

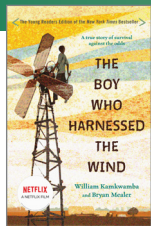
A beautifully illustrated biography of Ruth Patrick, who overcame gender bias and “taught the world about water pollution.” Her father was a major influence telling her, “You must leave the world a better place than you found it.” Back matter includes additional biographical information and a timeline of her life.

A rich, detailed visual narrative accompanies this picture book biography of activist David Attenborough with realistic but hopeful messaging: “We must rewild the world. If we act now, we can yet put it right.” Back matter includes an author’s note, bibliography, and empowering ideas for how people can help.

This true story from scientist and conservationist Trang Nguyen, who started her career saving sun bears in Vietnam, is told in first person. The rich visual narrative adds important detail with manga-style illustrations and science notebook entries which include commentary on environmental factors impacting wildlife. The sophisticated visuals and accessible text have wide appeal for students from kindergarten through high school.

A follow-up to *Saving Sorya*, elephant conservation and rewilding become the focus for another sumptuously illustrated graphic novel that includes annotated drawings, diagrams, maps, and story panels from the artistically rendered science notebook of Trang Nguyen.

MOUNTAIN JOURNEYS



PARENT-AND-FAMILY SHARED EXPERIENCES	COMMUNITY IDENTITY AND SUPPORT	AGE-APPROPRIATE INDIVIDUAL EMPOWERMENT	DEMONSTRATED RESILIENCE	OPPORTUNITIES TO IDENTIFY FEELINGS ABOUT ENVIRONMENTAL ISSUES	HOPE FOR THE FUTURE	ACTION-ORIENTED SOLUTIONS LEADING TO MEANINGFUL OUTCOMES
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SAVING AMERICAN BEACH

While the simple format of the book seems to target young learners, this brief biography of African American conservationist MaVyne Betsch should be put in front of all readers. Both the author and illustrator note additional interesting and inspiring details about Betsch's life in the post-narrative back matter.

[Discussion guide available.](#)

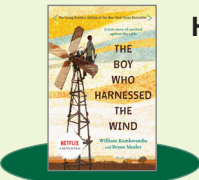
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STRANGE BIRDS

At odds with their families and communities, tween girls struggle to create their own brand of conservation activism. Important discussions about civil disobedience, building relationships of trust, and meaningful activism may be lifted from this creative, compelling story. Recipes, crafts, an author's note, a bibliography, an [educator's reading guide](#) and activities are included in extensive back matter.

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BOY WHO HARNESSED THE WIND
EL NIÑO QUE DOMÓ EL VIENTO

This young reader's edition of the bestselling memoir presents the story of a young person who solves a water crisis in his African community by teaching himself how to build a wind-powered pump using discarded materials. [Classroom guide available.](#) Spanish edition available. Now a Netflix movie.

X	X	X	X	X	X	X
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IMAGINARY BORDERS

Young adult activist and hip-hop artist Xiuhtezcatl Martinez writes an insightful pocket-sized summary of climate change issues and encourages his generation to participate in taking on environmental stewardship alongside environmental justice with hopeful closing remarks. [Discussion guide available.](#)

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TAKING ON THE PLASTICS CRISIS

A pocket-sized essay on climate change by a teen activist helps young adults understand the path to empowerment. While the primary narrative chronicles the grim details of the plastics crisis on the environment, it ends with a note of hope. "Change really starts with everyday citizens using their voices."

	X	X	X	X	X	X
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CLIMATE JOURNEYS:

Books To Engage Readers On Climate Change And The Environment (*Continued*)



ISLAND JOURNEYS

STORIES THAT LOOK BEYOND ONE MOMENT TO EXPLORE THE CYCLES OF NATURE AND HOW PEOPLE BUILD RESILIENCE TO CLIMATE EVENTS OVER TIME

Island Map: Draw the outline of a large island on paper. Discuss with students which ideas within the story happen over and over again or happen in the same way to different people. Some of the repeated actions are cycles in nature that cannot be controlled. Some of the repeated events are created by people and can be controlled. Which ones happen, stop, and then happen again? List or draw these events on the outside of the island where the beach is daily altered by waves. Which repeated events have consequences that build over time without stopping? List words and drawings at the center of the island map to build a mountain of activities from the story. How does time offer hope in experiencing each of these types of events? What other pieces of the story are important in understanding how things happen over time? Ask students how they might represent them with words, or with pictures. Where should they go on the island map?

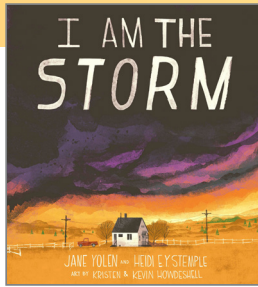
Idea Circle: As you read longer novels together, stop along the way to provide groups of students with a variety of texts that act as entry points to important recurring climate-related topics you want to focus on. These may be picture books, nonfiction reading, cartoons, short news articles, photographs, or charts and diagrams about the environment, conservation, and climate change. As you search for resources, also include keywords like “climate positive,” “climate resilience,” and “climate optimism.” Each group of students will read a section of the novel together, then choose what supplemental texts to read. The group will compile their thoughts about a given focus topic in a graphic organizer with three concentric circles. Students will discuss which text they felt related to their own lives (in the center circle), which text

related closely to other text samples (in the middle ring), and which text seems the most relevant to the chosen topic as it is portrayed in the media (outer ring). Many of the picture books in this guide would supplement focus topics on themes that cycle over and over again, such as in the books: *I Am the Storm*, *A Hat for House*, *A Roof!*, *Wild Places*, *The Boy Who Harnessed the Wind*, and *Saving American Beach*. Suggested focus themes include community, resilience, rewilding, education, optimism, hope, raising awareness, persistence, activism.

Character Climate Emotions: Each of the Island Journeys books strongly connects the past, the present, and the future of the main characters by including changes in their environment or recurring climate crises. Using the Climate Emotions Wheel from the Climate Mental Health network, practice identifying how the characters feel about the results of climate change in their stories. Print out a large copy of the Climate Emotions Wheel, or print each quadrant on a separate paper and then join them together. Have colored pom-poms ready that correspond to the main areas of the wheel. These will be placed on the wheel by students to see how members of the group respond to the character’s thoughts, actions, and feelings as shown in the text or pictures in the book. How do the characters’ feelings change over time? Do others in your group agree or disagree? Discuss the idea of resilience as characters face extreme weather events or environmental inequities that challenge them as a result of climate change.

Two versions of the Climate Emotions Wheel are available: <https://www.climatementalhealth.net/wheel>

ISLAND JOURNEYS



		PARENT-AND-FAMILY SHARED EXPERIENCES	COMMUNITY IDENTITY AND SUPPORT	AGE-APPROPRIATE INDIVIDUAL EMPOWERMENT	DEMONSTRATED RESILIENCE	OPPORTUNITIES TO IDENTIFY FEELINGS ABOUT ENVIRONMENTAL ISSUES	HOPE FOR THE FUTURE	ACTION-ORIENTED SOLUTIONS LEADING TO MEANINGFUL OUTCOMES
<p>THIRST</p>	<p>This middle grade novel is set in the contemporary city of Mumbai, India, which is literally built on an island. The narrative plunges the reader into the cycle of environmental changes that contribute to water scarcity and water theft in the poorest neighborhoods in the city and also offers themes of agency and hope through education. Back matter includes an author’s note with links to more resources. Also in Spanish. Discussion guide available.</p>	X	X	X	X	X	X	X
<p>I AM THE STORM</p>	<p>Written for the youngest readers to validate emotions related to extreme weather events, this book also includes important illustrations for all ages of community resilience, personal empowerment, and awareness of the beauty and force of nature.</p>	X	X	X	X	X	X	
<p>THE BURNING SEASON</p>	<p><i>The Burning Season</i> is a middle grade novel-inverse that can be read as a richly developed allegory for the climate-induced mental health crisis faced by young people all over the world. The isolation, anxiety, and sense of responsibility experienced by the twelve-year-old protagonist could be a productive backdrop for discussing the importance of sharing emotions, resilience, empowerment, and hope in the context of recurring extreme weather events.</p>	X	X		X		X	
<p>A CATALOG OF BURNT OBJECTS</p>	<p>Tough topics are integrated into a non-sequential young adult narrative about a devastating wildfire in a small mountain community and its layered effects on the young adult protagonist. Sources of strength and reflections on resilience might drive powerful discussions with teens about climate mental health.</p>	X	X	X	X	X	X	





ADDITIONAL BACKGROUND AND RESOURCES

- Collaborative for Academic, Social, and Emotional Learning (CASEL):
<https://casel.org/>
- Downloadable Climate Emotions Wheel:
<https://www.climatementalhealth.net/wheel>
- Educational resources for K–12 from Committed to Climate and Energy Education (CLEAN):
<https://cleanet.org/>
- Mental health resources for parents and educators from the Climate Mental Health Network:
<https://www.climatementalhealth.net/>
- Micro-credentials from the National Education Association for Climate Change and Environmental Justice:
<https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=Climate>
- Resources for families, teachers, and communities from Indigenous STEAM:
<https://indigenousteam.org/>
- Teacher strategies for teaching climate change from CLEAN:
https://d32ogoqmya1dw8.cloudfront.net/files/clean/literacy/tools/empowerment/moving_beyond_climate_gloom_doom_poster.pdf



CCSS ALIGNMENT

RIVER JOURNEYS

CCSS.ELA-Literacy.CCRA.R.1, CCSS.ELA-Literacy.CCRA.R.2, CCSS.ELA-Literacy.CCRA.R.3, CCSS.ELA-Literacy.CCRA.R.7, CCSS.ELA-Literacy.CCRA.W.3, CCSS.ELA-Literacy.CCRA.W.9, CCSS.ELA-Literacy.CCRA.W.10, CCSS.ELA-Literacy.CCRA.SL.1, CCSS.ELA-Literacy.CCRA.SL.2, CCSS.ELA-Literacy.CCRA.L.1, CCSS.ELA-Literacy.CCRA.L.2, CCSS.ELA-Literacy.CCRA.L.5

MOUNTAIN JOURNEYS

CCSS.ELA-Literacy.CCRA.R.1, CCSS.ELA-Literacy.CCRA.R.2, CCSS.ELA-Literacy.CCRA.R.3, CCSS.ELA-Literacy.CCRA.R.7, CCSS.ELA-Literacy.CCRA.W.3, CCSS.ELA-Literacy.CCRA.W.9, CCSS.ELA-Literacy.CCRA.W.10, CCSS.ELA-Literacy.CCRA.SL.2, CCSS.ELA-Literacy.CCRA.SL.5, CCSS.ELA-Literacy.CCRA.L.1, CCSS.ELA-Literacy.CCRA.L.2, CCSS.ELA-Literacy.CCRA.L.5

ISLAND JOURNEYS

CCSS.ELA-Literacy.CCRA.R.1, CCSS.ELA-Literacy.CCRA.R.2, CCSS.ELA-Literacy.CCRA.R.3, CCSS.ELA-Literacy.CCRA.R.7, CCSS.ELA-Literacy.CCRA.R.9, CCSS.ELA-Literacy.CCRA.R.10, CCSS.ELA-Literacy.CCRA.W.3, CCSS.ELA-Literacy.CCRA.W.9, CCSS.ELA-Literacy.CCRA.W.10, CCSS.ELA-Literacy.CCRA.SL.1, CCSS.ELA-Literacy.CCRA.SL.2, CCSS.ELA-Literacy.CCRA.SL.5, CCSS.ELA-Literacy.CCRA.L.1, CCSS.ELA-Literacy.CCRA.L.2, CCSS.ELA-Literacy.CCRA.L.5