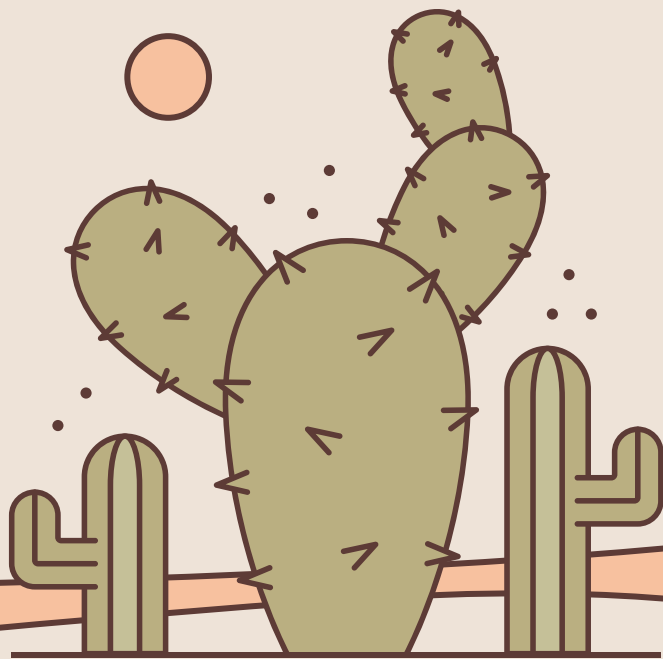


Educating Future Planetizens

Jupiter Chao, Reagan Fetcho, Yahaira Escobedo, Taylor Boik, & Lara Layugan



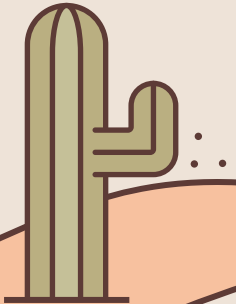
Key Course Concepts

1

What is the "rights to nature" movement?

2

How can we rethink democracy, citizenship and education to make them more inclusive, more ecological, and more suited to the challenges of the younger generations?





Melanie's Desert Adventure

A children's book about environmental
justice, rights of nature, and
conservation practices.

Story Summary

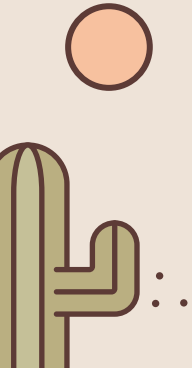
When a disastrous hurricane hits a family's home in Florida, they make the hard decision to move to Arizona, knowing that the desert is less likely to experience extreme natural disasters like that. The young daughter in the family, Melanie, HATES nature but finds herself in a new environment rich with unfamiliar plants and animals. Upon her family's first hike in Arizona, Melanie sees a woodpecker perched on a saguaro cactus.

Wren is a woodpecker who loves the Sonoran Desert. Her home in South Mountain is her favorite place in the world. Her friend Saguaro the cactus tells her how humans are planning to ruin the desert landscape with new urban development by the mountain. Wren is upset that people could ever do such a thing.

When a monsoon hits the desert and lightning strikes the mountain the girl and the bird find themselves in an unusual situation. They wake up the next day in each other's bodies! What do these two unlikely beings have to learn from each other?



Read our book!





Lessons in the Book



The importance of listening to indigenous cultures.

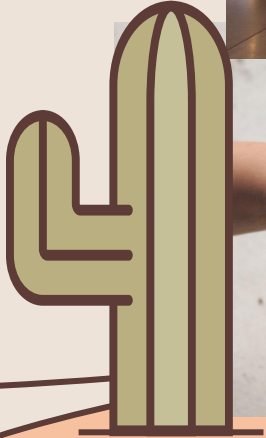


The importance of conservation and living **with** nature (Ecocentrism view) rather than living **next to** nature (Anthropocentrism view).



Human life imitates nature, plant and animal species have their own means of communication and way of life that should be considered by humans.

Educating the Future



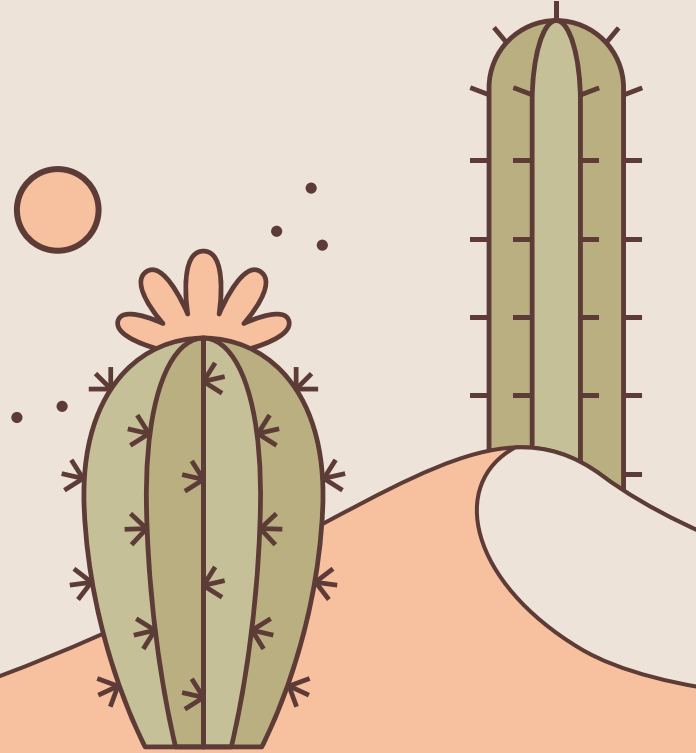
SDG Focus

4: Quality Education

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

15: Life on Land

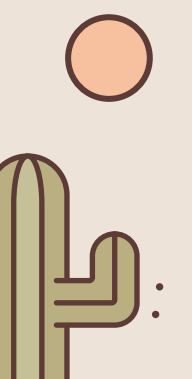
Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss




SDG 4: Quality Education

Target: 4.7

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development



We chose to create a children's book because this format allows the information to be accessible to a diverse range of readers and teaches them critical thinking skills that involve empathy for species that are not human. It also demonstrates the importance of indigenous cultures and how they value certain plants and animals.



SDG 15: Life on Land

Target 15.5

Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species

By teaching the younger generations about the importance of plants and animals that inhabit the ecosystems around them they can gain a sense of community and care for them and develop conservation habits that will follow into adulthood.



Linking Fiction Literature & Children's Comprehension

“Books introduce children to ideas... Repeated readings of a variety of books that develop similar concepts clarify and reinforce important ideas.”
(Swinger, p. 9-10)

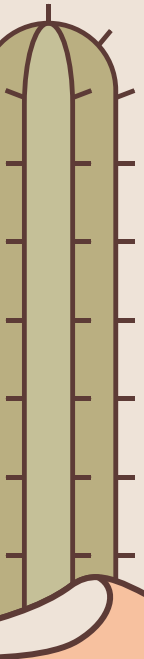
“Literature supports young children's development in scientific concepts and provides information in understandable language based in their interests, promoting the children's curiosity and opportunities for inquiry.” (Cruz and Breda, p, 3)

“[Small children] naturally enjoy observing and thinking about nature; exposing students to science develops positive attitudes towards science; early exposure to scientific phenomena leads to better understand of scientific concepts studied later in a formal way” (Cruz and Breda, p. 2-3)



How does this connect to planetizing citizenship?

Involving future generations in thinking about the importance of species outside of the human race and what rights they might have even if we cannot communicate with them.



Resources

Cruz, C., & Breda, A. (2024). Children's Literature: A Contribution to the Emergence of Science in the Early Years. *International Journal on Social and Education Sciences*, 6(1), 1-19.
<http://login.ezproxy1.lib.asu.edu/login?url=https://www.proquest.com/scholarly-journals/childrens-literature-contribution-emergence/docview/3040248867/se-2>

Swinger, A. K. (1981). Children's Books: A Legacy for the Young. Fastback 164. *ERIC, Resources in Education (RIE)*, , 1-45.
<http://login.ezproxy1.lib.asu.edu/login?url=https://www.proquest.com/scholarly-journals/childrens-books-legacy-young-fastback-164/docview/63541543/se-2>

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