

Association for Middle Level Education

Middle School Journal



CALL FOR MANUSCRIPTS

Climate Literacy in the Middle Grades

We are pleased to announce a call for manuscripts focusing on Climate Literacy in the Middle Grades. Schools, teachers, and community organizations play a key role in promoting young adolescents' climate literacy and agency. Climate literacy is the ability to (1) understand people's influence on climate and climate's influence on society, humans, and the planet, (2) assess credible information about climate, (3) communicate about climate and climate change in a meaningful way, and (4) develop the capacity to make informed and responsible decisions about actions that may affect climate (U.S. Global Change Research Program, 2009).

Young people are already valuable contributors to climate action as "agents of change, entrepreneurs, and innovators" (United Nations, n.d., para 4). Globally, enhancing young adolescents' climate literacy enables them to tackle climate-related problems in ways that safeguard their well-being and that of their communities (United Nations, nd; U.S. Environmental Protection Agency, 2009). In this special issue we invite manuscripts that describe initiatives, research, and curricula that scale up youth's climate literacy in place-based and global ways, including but not limited to:

Student Voice and Leadership

- Highlight initiatives that promote skills to accelerate climate action and empower middle school students to become climate leaders, advocates, and agents of change within their schools and communities.

Holistic, Multifaceted, or Systemic Approaches

- Discuss strategies and approaches that honor and leverage the plurality of students' cultural and community resources, practices, and experiences.
- Examine successful partnerships between middle schools, local communities, government and environmental organizations, and educational institutions to support climate literacy.

Climate justice

- Discuss programs and models that connect climate crisis to the social, racial, and environmental issues in which it is deeply entangled, recognizing the disproportionate impacts of climate change on marginalized (e.g., women and girls), low-income and BIPOC communities around the world.

Educator Preparation

- Describe how middle level teacher education programs prepare practicing and future teachers to address issues of climate change, climate justice, climate anxiety, and more, especially with people and places that hold the least responsibility for climate change but bear a large portion of the impact.

Curriculum and Pedagogy

- Describe innovative curriculum development processes that integrate climate change topics into middle grades education across disciplines.
- Share effective teaching strategies and pedagogies that foster individual and cultural identity, critical thinking and agency, and socio-emotional development among middle school students (e.g., climate anxiety).

Submit by Friday, November 1, 2024.

If you are submitting a manuscript for a themed issue, please specify the theme in your cover letter. Manuscripts should specifically relate to the theory and practice of middle level education, speak directly to practitioners in the field, be no more than 7000 words excluding references, figures, and tables, and adhere to MSJ's Editorial Policy & Guidelines for Authors (amle.org/msj). All manuscripts must be submitted online at: editorialmanager.com/msj.

Address inquiries to Guest Editors Danielle Dani (dani@ohio.edu), Sara Salloum (salloum@ohio.edu), and Jenell Igeleke Penn (igelekepenn@ohio.edu). If you are interested in climate literacy but are not planning to submit a manuscript to this special issue, please consider serving as a reviewer. To express your interest in being a reviewer, please email the guest editors and include a short bio.

Middle School Journal, a refereed journal, is an official publication and a Professional Membership benefit of the Association for Middle Level Education (AMLE). Published five times per year, the journal offers articles that promote quality middle level education and contribute to an understanding of the educational and developmental needs of youth between the ages of 10 and 15.

References

United Nations. (n.d.). Youth in action. Retrieved on May 17, 2024, from <https://www.un.org/en/climatechange/youth-in-action>

U.S. Environmental Protection Agency. (2009). Climate literacy: The essential principles of climate science. <https://www.globalchange.gov/reports/climate-literacy-essential-principles-climate-science>