

NYC Climate Week September 19-24th



Content originally created for NYC's Climate Week: September 19-24, 2022



a note from the editor



Dear Reader,

Happy Climate Week 2022! The time has never been more pressing to come together in collaboration to protect our planet and future.

This lesson series is derived from my past work as an elementary school teacher passionate about climate change education. My students and I studied the Sustainable Development Goals through picture books, looking at different activists doing work in their communities to fight for climate justice. This inspired my students to create the "SDG Squad", where they mapped out and enacted different service learning projects related to the SDGs.

I am excited to see the evolution of my students' passion through this curriculum. We hope that you find this guide a useful tool in your classroom, clubs, and homes!

Sincerely,

Lindsey E. Pockl

Lindsey E. Pockl, Executive Director

be sure to check out



[Learn More](#)

WGC USA is a youth-led coalition of students from across Westchester County dedicated to improving sustainability in schools throughout the county by passing the K12 Climate Action Plan, which we have successfully started implementing in each of our schools, helping them to mitigate, educate, adapt, and advance equity.



This 10-lesson series is connected to Bill Gate's book "How To Avoid a Climate Disaster" and is also tied to the SDGs. It starts with a series of 5 age-appropriate background knowledge-building lessons and then moves into a series of 5 "action-oriented" lessons.

[Learn More](#)

A photograph of a teacher and several young students gathered around a globe in a classroom. The teacher, a woman with dark hair, is pointing at the globe and smiling. The students, of various ethnicities, are looking at the globe with interest. The globe is on a stand and shows the continents in different colors.

LESSONS

PICTURE BOOKS

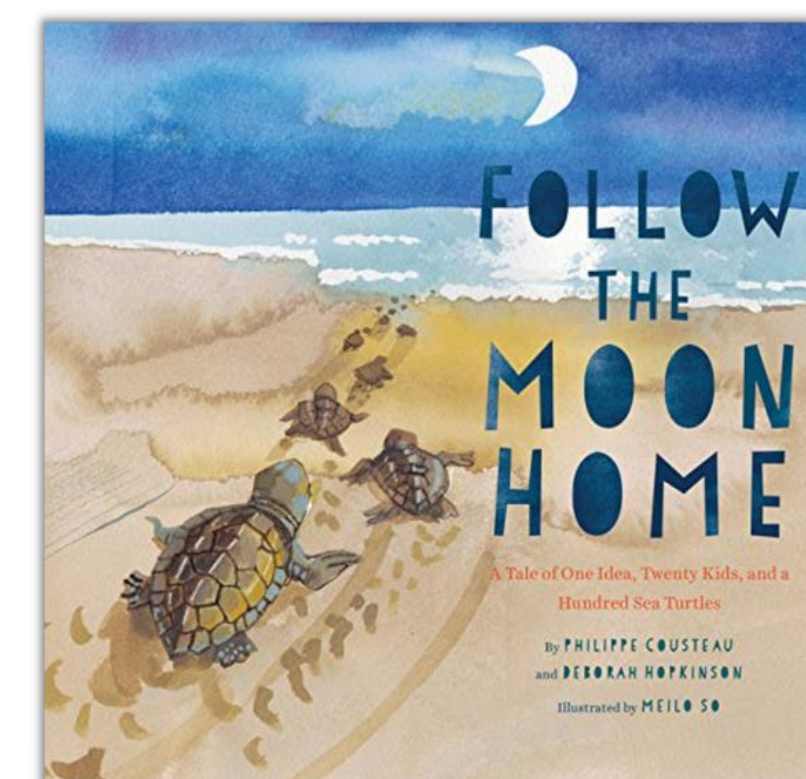
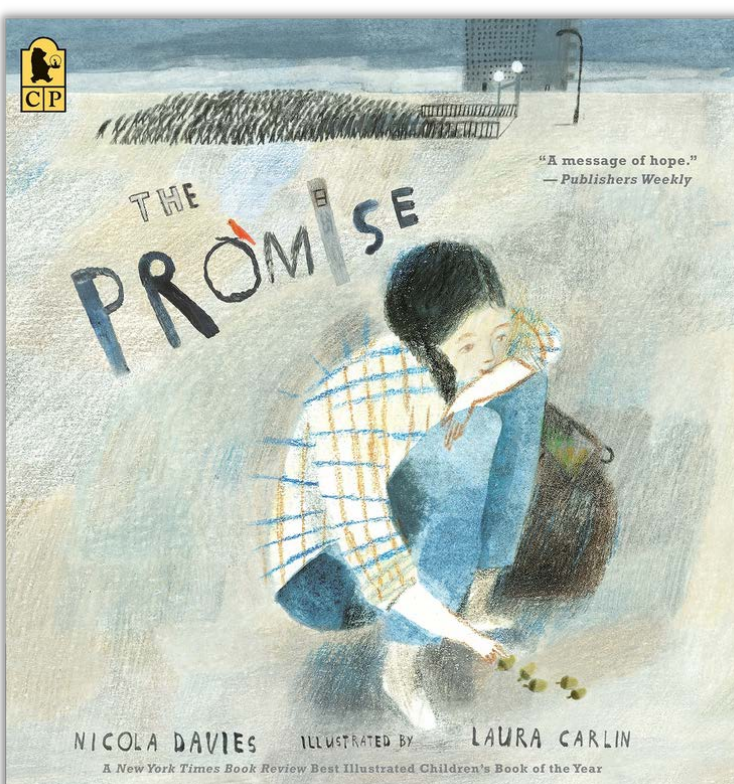
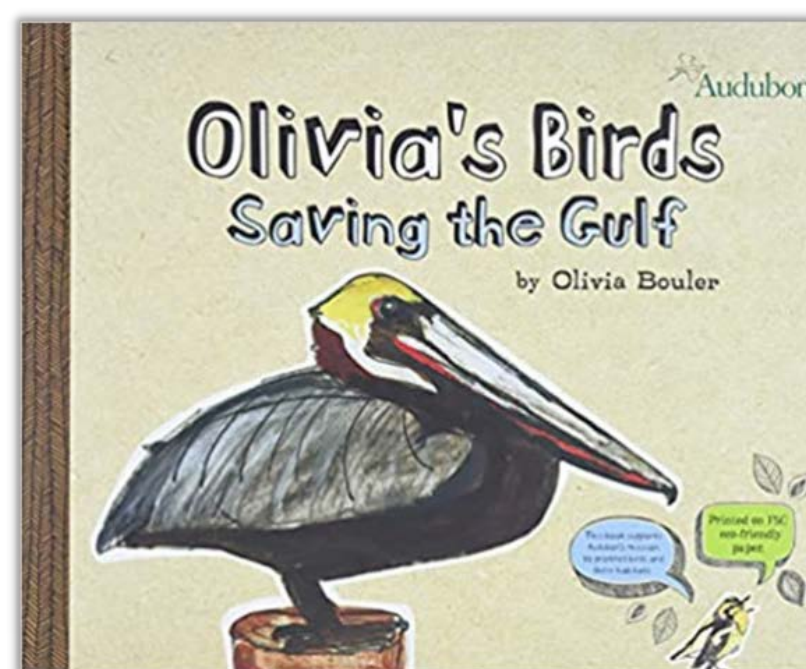
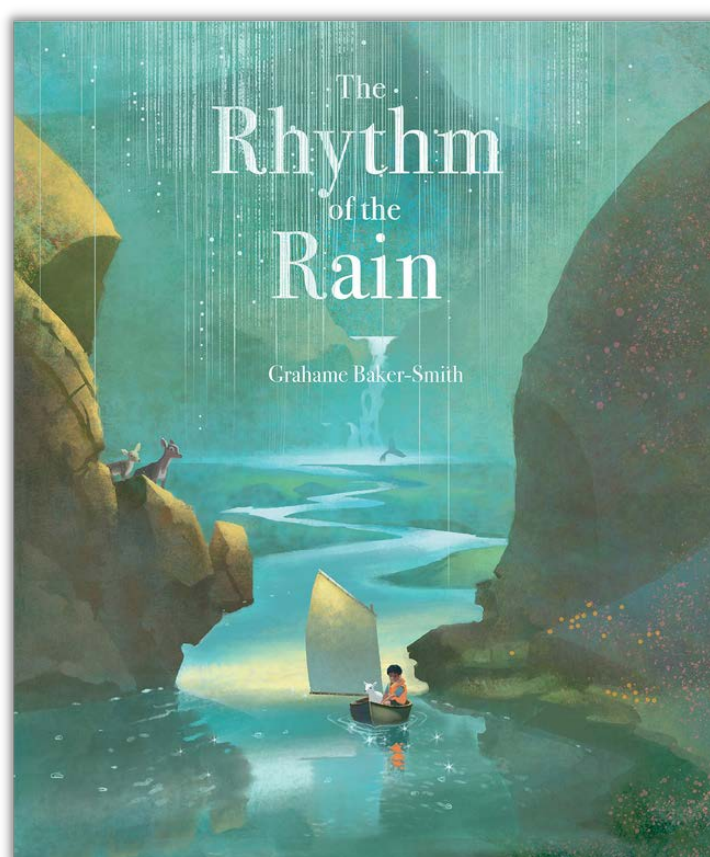
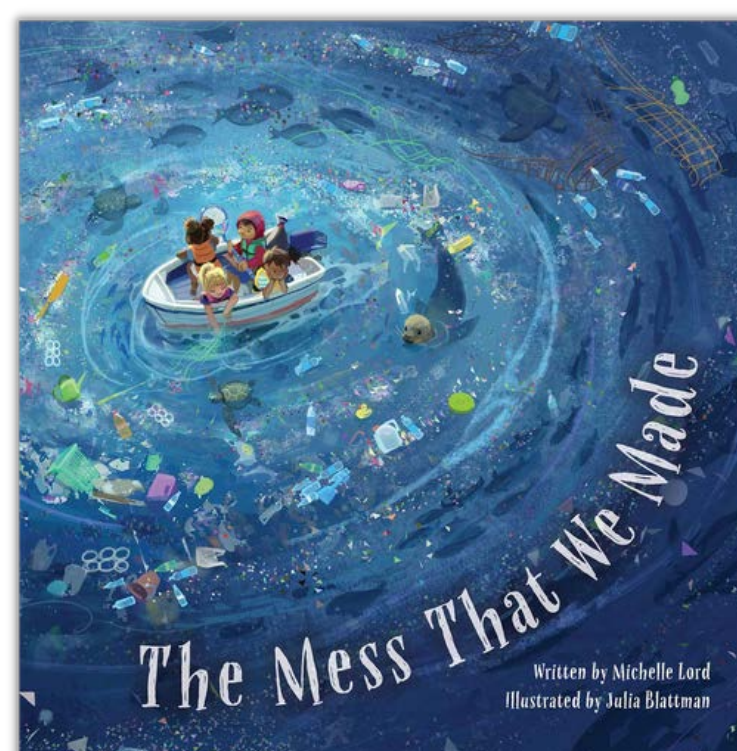
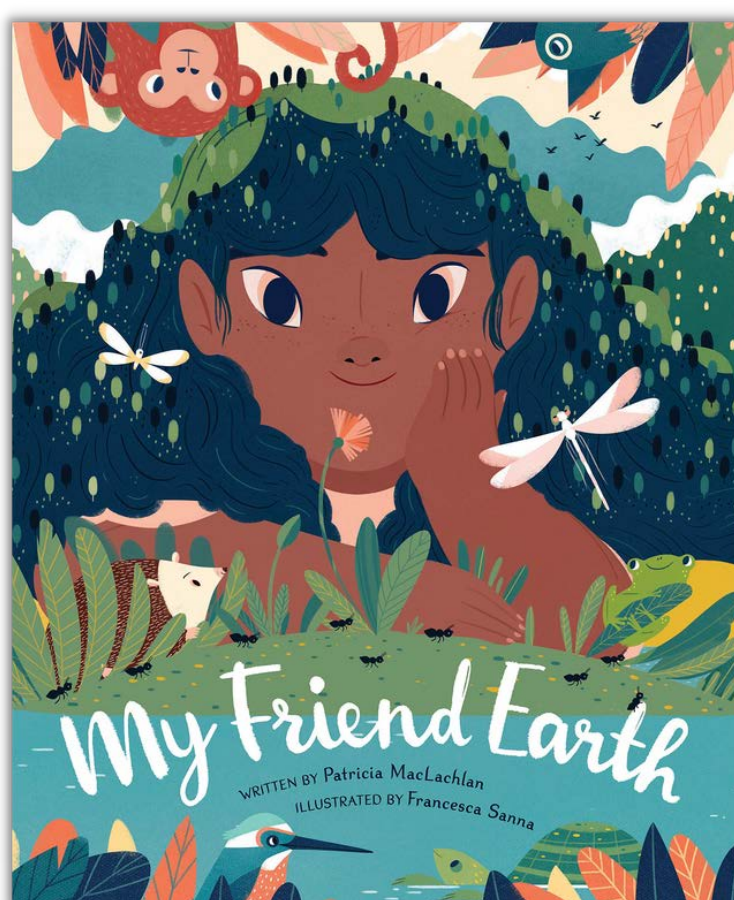
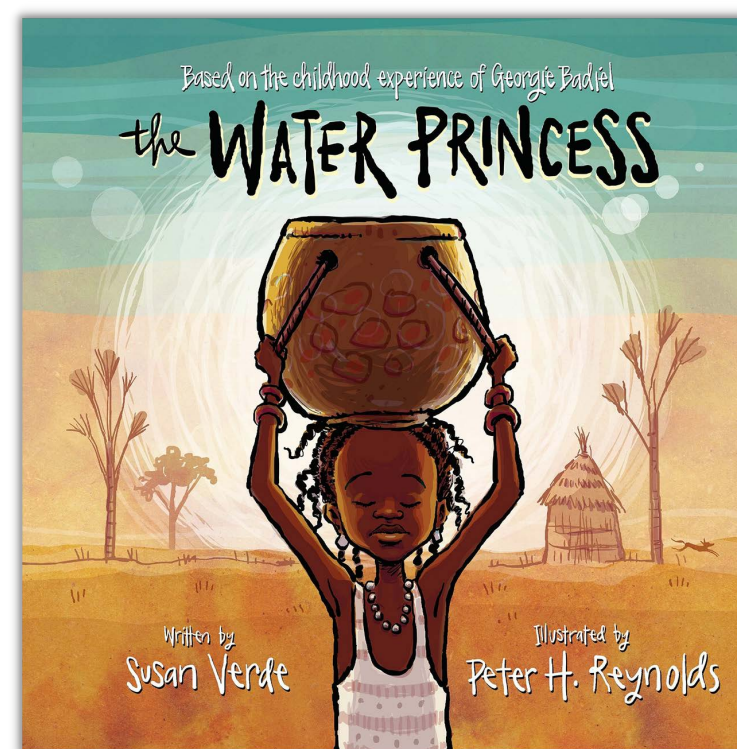
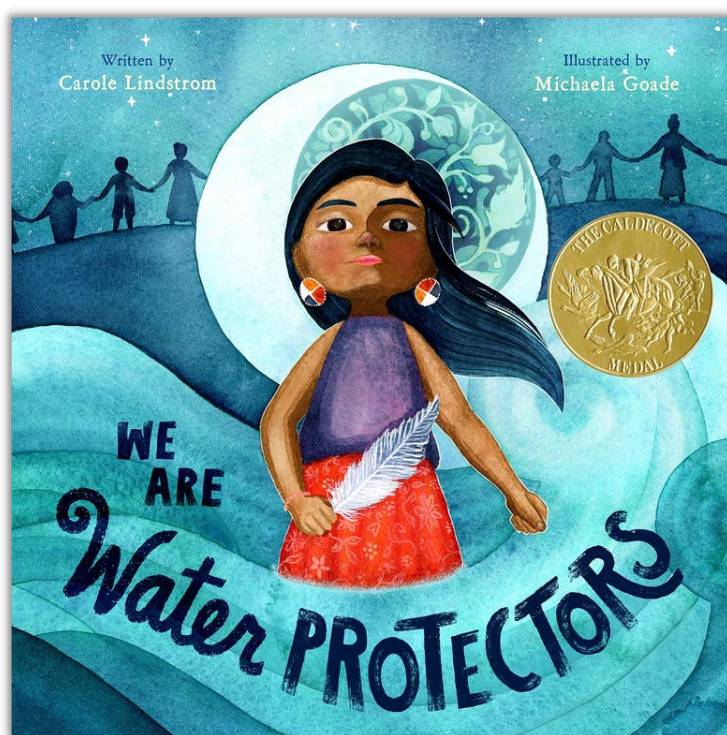
How It Works

Students at any age are never too old to learn through picture books. In this mini-series, you will find a series of picture book selections, read-aloud questions, and additional resources to help you teach each Sustainable Development Goal (SDGs). If you don't have these books readily available in your classroom or library, we suggest finding a read-aloud on YouTube!

featuring resources from



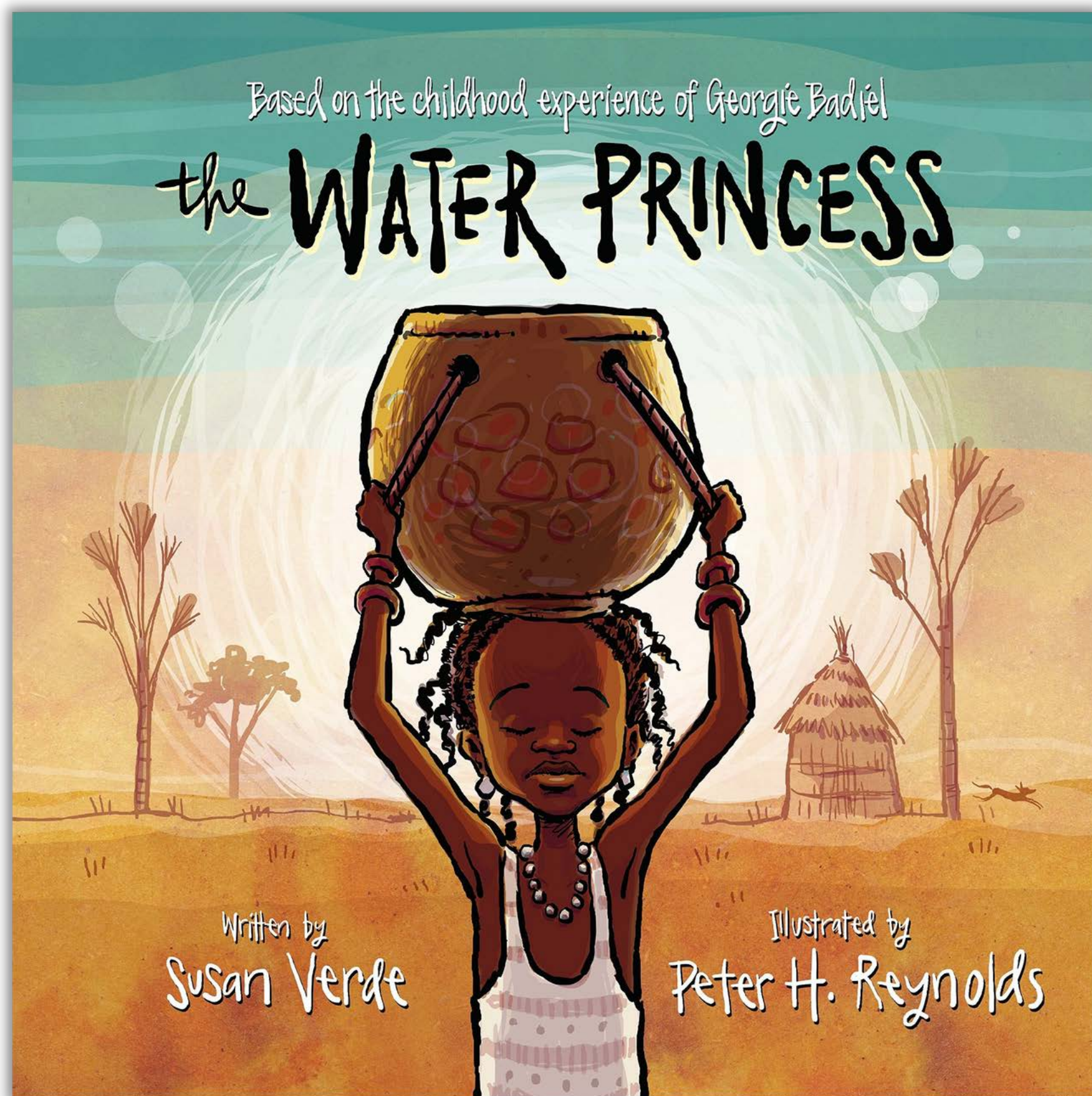
the books





The Water Princess

By: Susan Verde



Reading Age: 5-8 years old

Lexile: 480L

Publishing Date: Sept 13, 2016

Publisher: G.P. Putnam's Sons
Books for Young Reader

ISBN: 978-0399172588

[YouTube Read Aloud](#)

[Website](#)

Synopsis:

Based on supermodel Georgie Badiel's childhood, a young girl dreams of bringing clean drinking water to her African village

With its wide sky and warm earth, Princess Gie Gie's kingdom is a beautiful land. But clean drinking water is scarce in her small African village. And try as she might, Gie Gie cannot bring the water closer; she cannot make it run clearer. Every morning, she rises before the sun to make the long journey to the well. Instead of a crown, she wears a heavy pot on her head to collect the water. After the voyage home, after boiling the water to drink and clean with, Gie Gie thinks of the trip that tomorrow will bring. And she dreams. She dreams of a day when her village will have cool, crystal-clear water of its own. (amazon.com)



Questions

Before Reading:

- Look at the cover. What do you see? Make predictions about what will happen in the story.
- Discuss how you get clean water in your life. Do you have to buy jugs of water? Does your water come from the faucet? Do you need to walk far distances to get clean water?

During Reading:

- As you read, take note of the long journey that Gie Gie and her mother take to get water. How far do they walk? How long does that take? What is Gie Gie not able to do during the day when she is walking to get water?
- How are you similar to the character, Princess Gie Gie? How are you different? Create a Venn Diagram to track how you are similar and different. What can you learn from your similarities? What can you learn from your differences?

After Reading:

- Find Burkina Faso on the map. Then, look at Georgie Badiel's Foundation's website: <https://www.georgiebadielfoundation.org/>. How is Georgie's story helping bring awareness to the water crisis? How can you use story telling to help bring awareness to an issue you care about?

Additional Materials



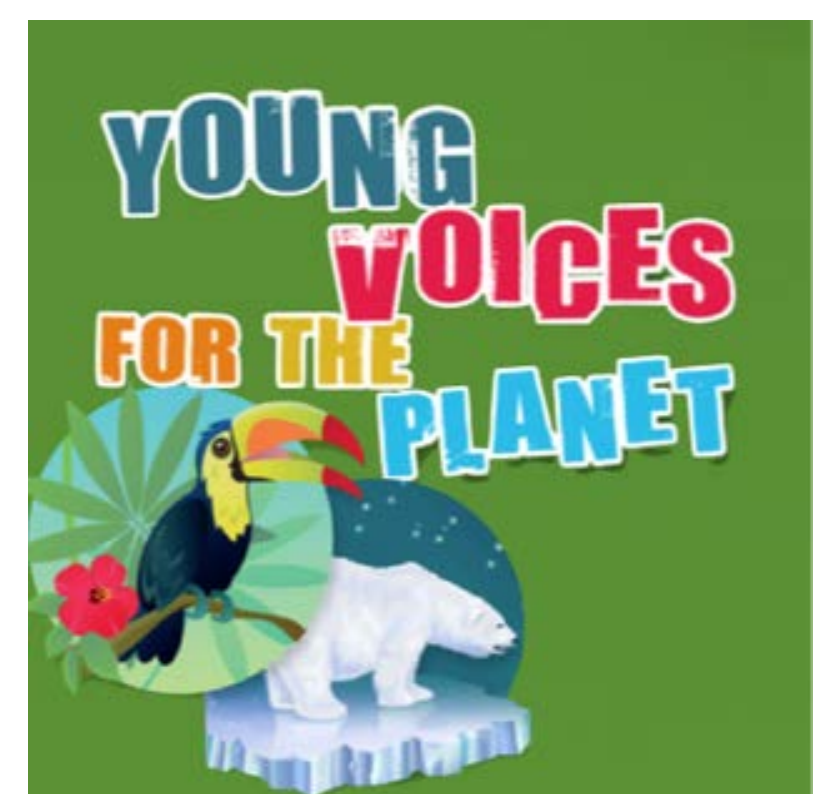
Learn More about SDG #6
[globalgoals.org](https://www.globalgoals.org)

<https://www.globalgoals.org/goals/6-clean-water-and-sanitation/>



"Clean Water For All"
1 hour lesson

<https://worldslargestlesson.globalgoals.org/resource/clean-water-for-all/>



"Words Have Power"
Videos featuring
Youth Activists

<https://www.youngvoicesfortheplanet.com/words-have-power-jaysa-hunter-mellers/>



We Are Water Protectors

By: Carole Lindstrom



Reading Age: 2-8 years old

Lexile: AD510L

Publishing Date: March 17, 2020

Publisher: Roaring Brook Press

ISBN: 978-1250203557

[YouTube Read Aloud](#)

Synopsis:

Inspired by the many Indigenous-led movements across North America, *We Are Water Protectors* issues an urgent rallying cry to safeguard the Earth's water from harm and corruption—a bold and lyrical picture book written by Carole Lindstrom and vibrantly illustrated by Michaela Goade.

Water is the first medicine.
It affects and connects us all . . .

When a black snake threatens to destroy the Earth
And poison her people's water, one young water protector
Takes a stand to defend Earth's most sacred resource. (amazon.com)

Questions



Before Reading:

- Study illustrator Michaela Goade, who won a Caldecott Medalist and #1 New York Times Bestselling for her illustrations in "We Are Water Protectors", and was also a 2020 Kirkus Prize Finalist. She is an enrolled member of the Tlingit & Haida Indian Tribes of Alaska. See her website here: <https://www.michaelagoade.com/>

During Reading:

- The Black Snake is a metaphor for the Dakota Access Pipeline (DAPL) which was protested against in 2016 for violating Article II of the Fort Laramie Treaty made between the United States Government and the Standing Rock Sioux Tribe in 1868. The pipeline still continues to operate, even though it is a direct threat to contaminating the Standing Rock Sioux's water source. Learn more here: <https://americanindian.si.edu/nk360/plains-treaties/dapl>
- The narrator says "We fight for those who cannot fight for themselves." What does this mean to you?

After Reading:

- At the end of the book there is a water pledge. Make a copy of this and sign to pledge to become an earth steward and water protector!

Additional Materials



Learn More about SDG #6
[globalgoals.org](https://www.globalgoals.org)

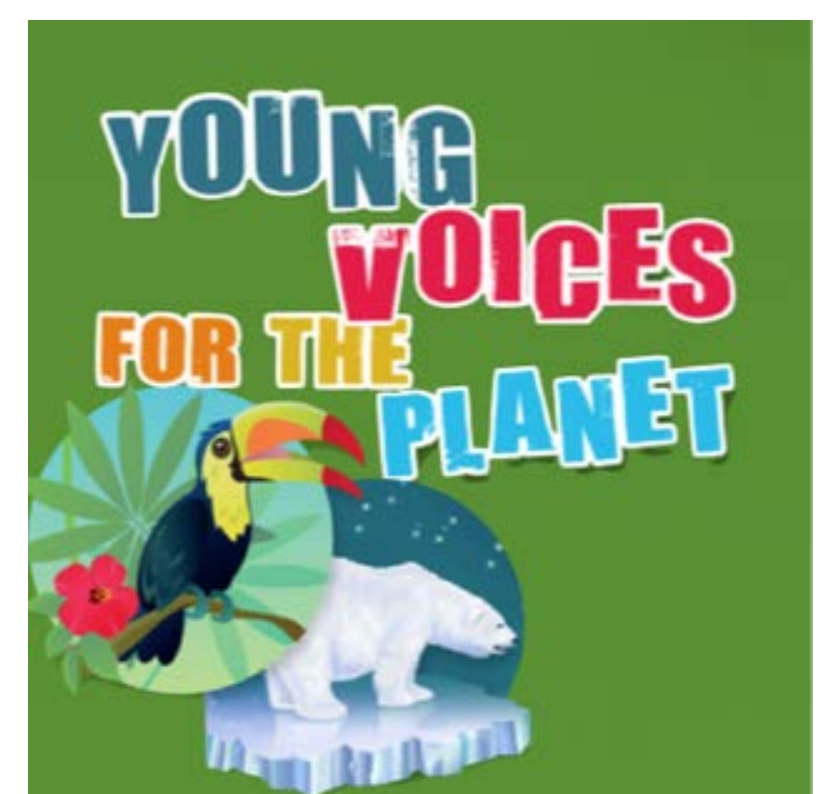
<https://www.globalgoals.org/goals/6-clean-water-and-sanitation/>



"Thought Starters for
Climate Changemakers"

1 hour lesson

<https://worldslargestlesson.globalgoals.org/resource/thought-starters-for-climate-changemakers/>

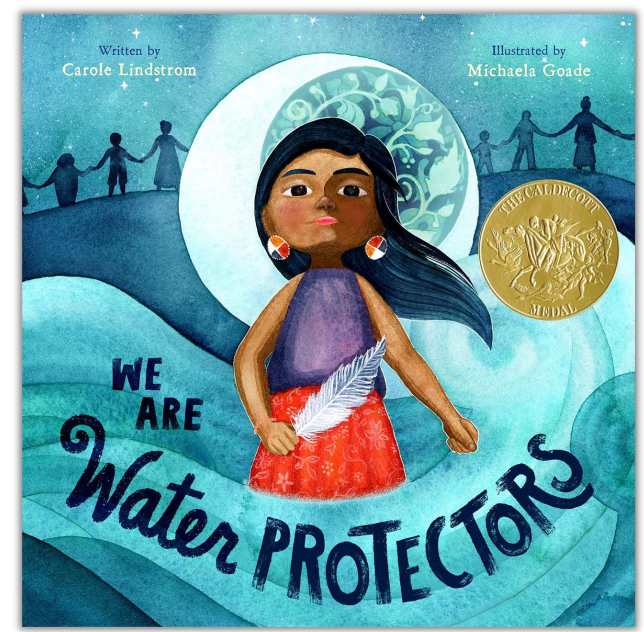


"Anya: Citizen-Scientist in
Siberia"

Videos featuring
Youth Activists

<https://www.youngvoicesfortheplanet.com/youth-climate-videos/anya-siberia/>

EARTH STEWARD AND WATER PROTECTOR PLEDGE



Taken from "We Are Water Protectors" (2020), written by Carole Lindstrom

I will do my best to honor Mother Earth and all its living beings,
including the water and land. I will always remember to treat
the Earth as I would like to be treated.

I will treat...

the winged ones,
the crawling ones,
the four-legged ones,
the two-legged ones,
the plants,
trees,
rivers,
lakes,
the Earth

with kindness and respect.

I pledge to make this world a better place by being a steward
of the Earth and a protector of the water.

My Name

Today's Date



My Friend Earth

By: Patricia MacLachlan



Reading Age: 3-5 years old

Publishing Date: Feb 25, 2020

Publisher: Chronicle Books LLC

ISBN: 9780811879101

[YouTube Read Aloud](#)

[Website](#)

Synopsis:

Our friend Earth does so many wonderful things! She tends to animals large and small. She pours down summer rain and autumn leaves. She sprinkles whisper-white snow and protects the tiny seeds waiting for spring.

Readers of all ages will pore over the pages of this spectacular book. Its enticing die-cut pages encourage exploration as its poetic text celebrates everything Earth does for us, all the while reminding us to be a good friend in return. (amazon.com)

Questions



Before Reading:

- Look at the cover. What do you see? Make predictions about what will happen in the story.
- Have you ever heard the earth referred to as "Mother Earth"? Think about the different cultures and traditions present in your classroom or community. How do the different cultures think about or honor the earth?

During Reading:

- As you read, you will notice the author uses the seasons to describe Mother Earth's actions. On chart paper, write the four seasons: Spring, Summer, Fall, Winter. Keep a list of the different events that Mother Earth causes throughout the different seasons.
- Look at how the illustrator uses the pages to create texture and continuity between one page and the next. Why do you think the illustrator chose this style?

After Reading:

- What was it like to think about the earth as a mother? As a human? How does personifying our planet change--or not change--the way that you think about it?
- Make a drawing or write about the different ways that the earth provides for us. If she is a mother, that means we are her children. How can we treat our mother with respect, love, and kindness?

Additional Materials



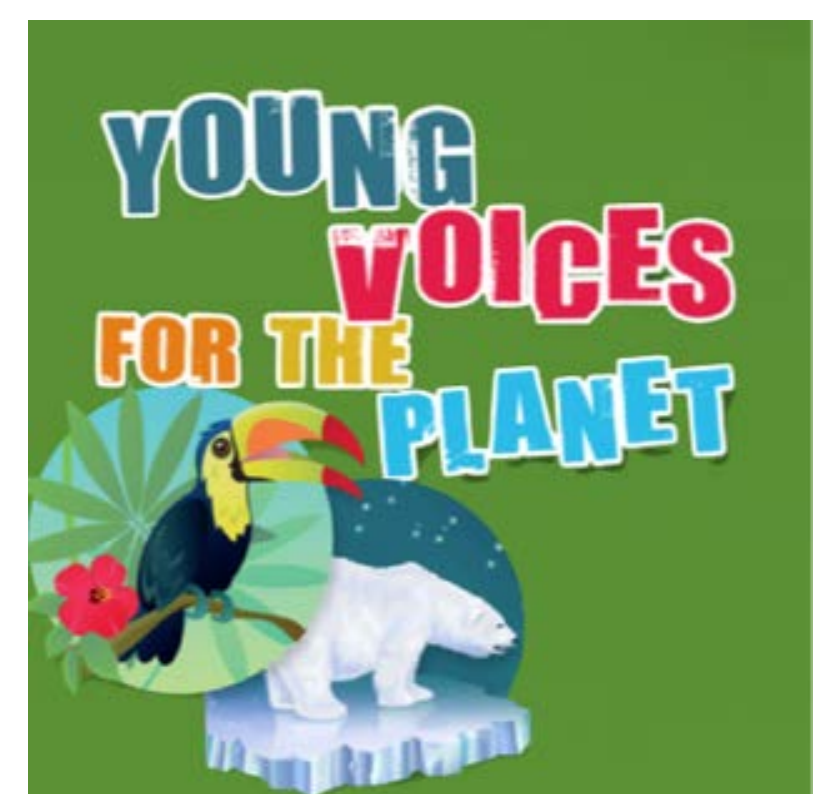
Learn More about SDG #13
globalgoals.org

<https://www.globalgoals.org/goals/13-climate-action/>



"Earth Element"
by SlamOutLoud India

<https://worldslargestlesson.globalgoals.org/resource/earth-element/>



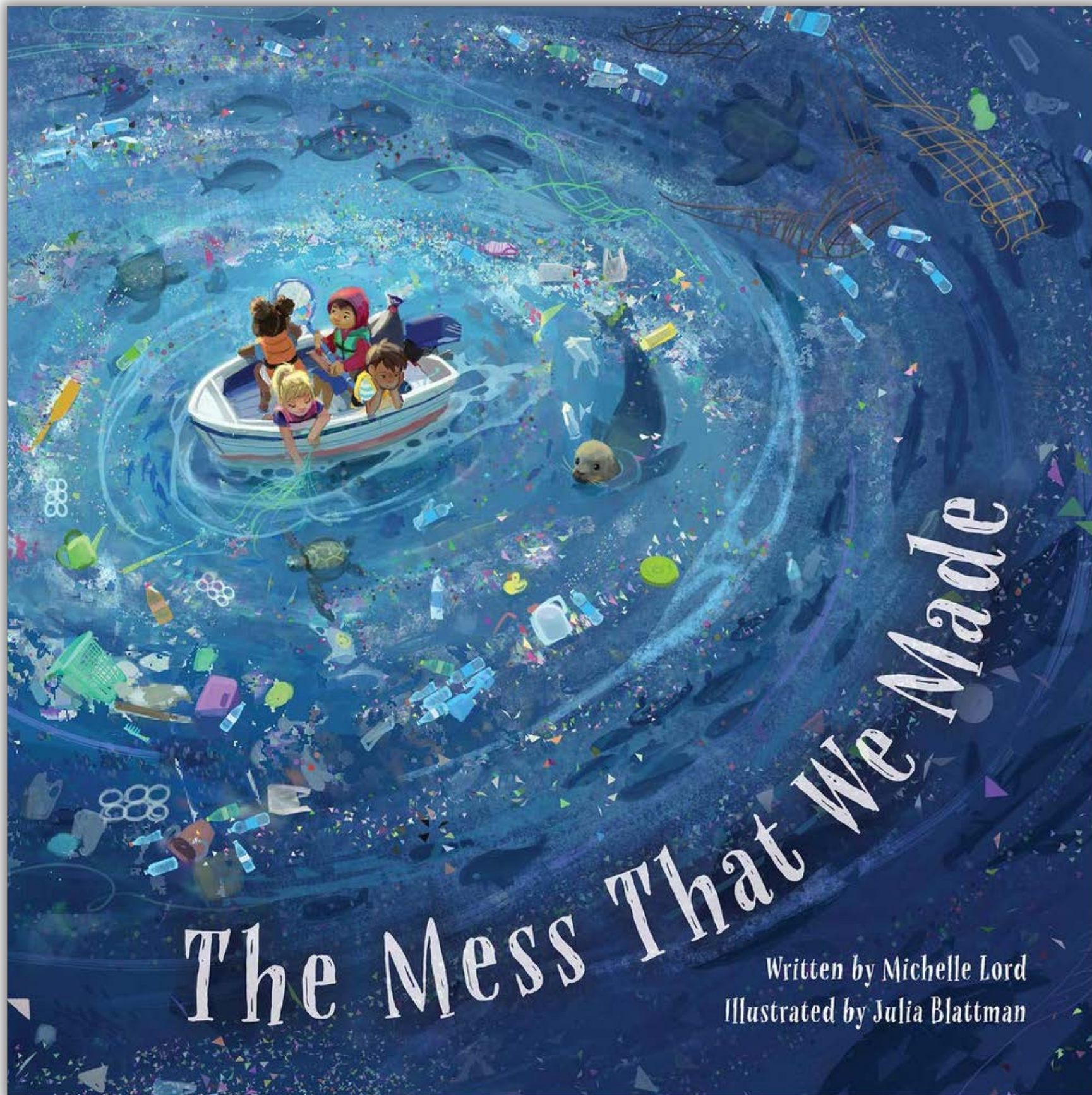
"Green Ambassadors"
Videos featuring
Youth Activists

<https://www.youngvoicesfortheplanet.com/youth-climate-videos/green-ambassadors/>



The Mess That We Made

By: Michelle Lord



Reading Age: 5-7 years old

Lexile: AD710L

Publishing Date: Jan 1, 2020

Publisher: Flashlight Press

ISBN: 978-1947277144

[YouTube Read Aloud](#)

[Website](#)

Synopsis:

The Mess That We Made explores the environmental impact of trash and plastic on the ocean and marine life, and it inspires kids to do their part to combat pollution.

Simple, rhythmic wording builds to a crescendo ("This is the mess that we made. These are the fish that swim in the mess that we made.") and the vibrant digital artwork captures the disaster that is the Great Pacific Garbage Patch. Children can imagine themselves as one of the four multi-ethnic occupants of the little boat surrounded by swirling plastic in the middle of the ocean, witnessing the cycle of destruction and the harm it causes to plants, animals, and humans. The first half of the book portrays the growing magnitude of the issue, and the second half rallies children and adults to make the necessary changes to save our oceans. Facts about the Great Pacific Garbage Patch, ocean pollution, and how kids can help are included in the back matter. (amazon.com)



Questions

Before Reading:

- Look at the cover. What are the children in the boat doing? Why do you think they are doing it? Make predictions about what will happen in the story.
- Research the "Great Pacific Garbage Patch". Use Google Earth to locate it. Then, look at photos to give students a real life visual.

During Reading:

- As you read, you will notice a pattern of repetition the author uses. How does this pattern of repetition help make the author's point?
- As you read, draw a cause-and-effect diagram which demonstrates the different pieces of the chain. Then, under each of the events, write one thing that humans can do to help "fix" the "mess that we made".

After Reading:

- Have students write a letter to the world. Ask students to write about how they can help reduce their waste and how making changes can effect the different components of the chain listed in the book.

Additional Materials



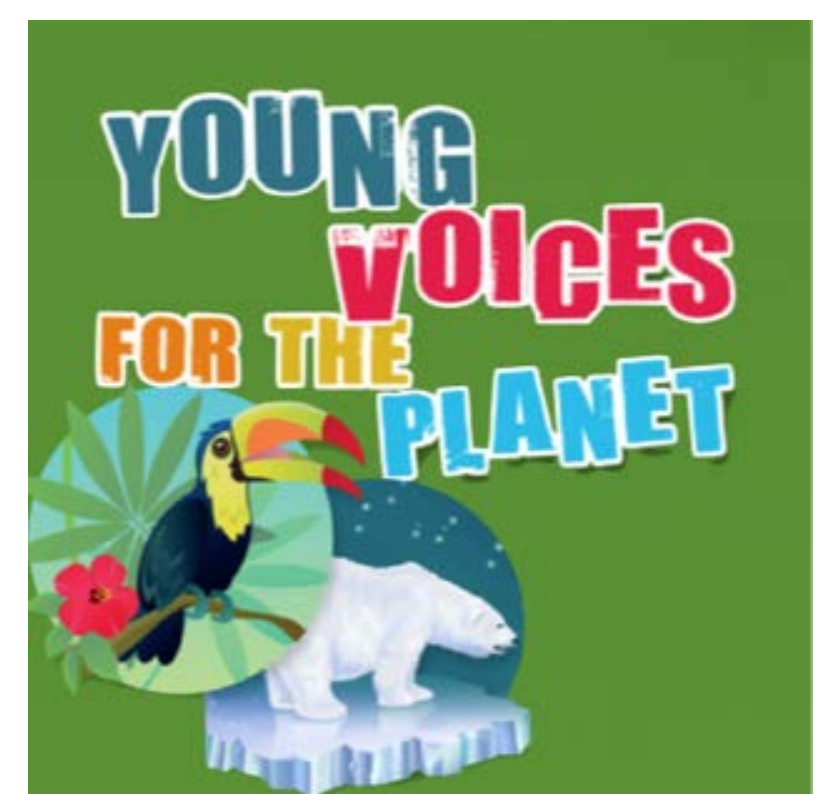
Take Action!
globalgoals.org

<https://www.globalgoals.org/take-action/>



"Air Element"
by SlamOutLoud India

<https://worldslargestlesson.globalgoals.org/resource/air-element/>



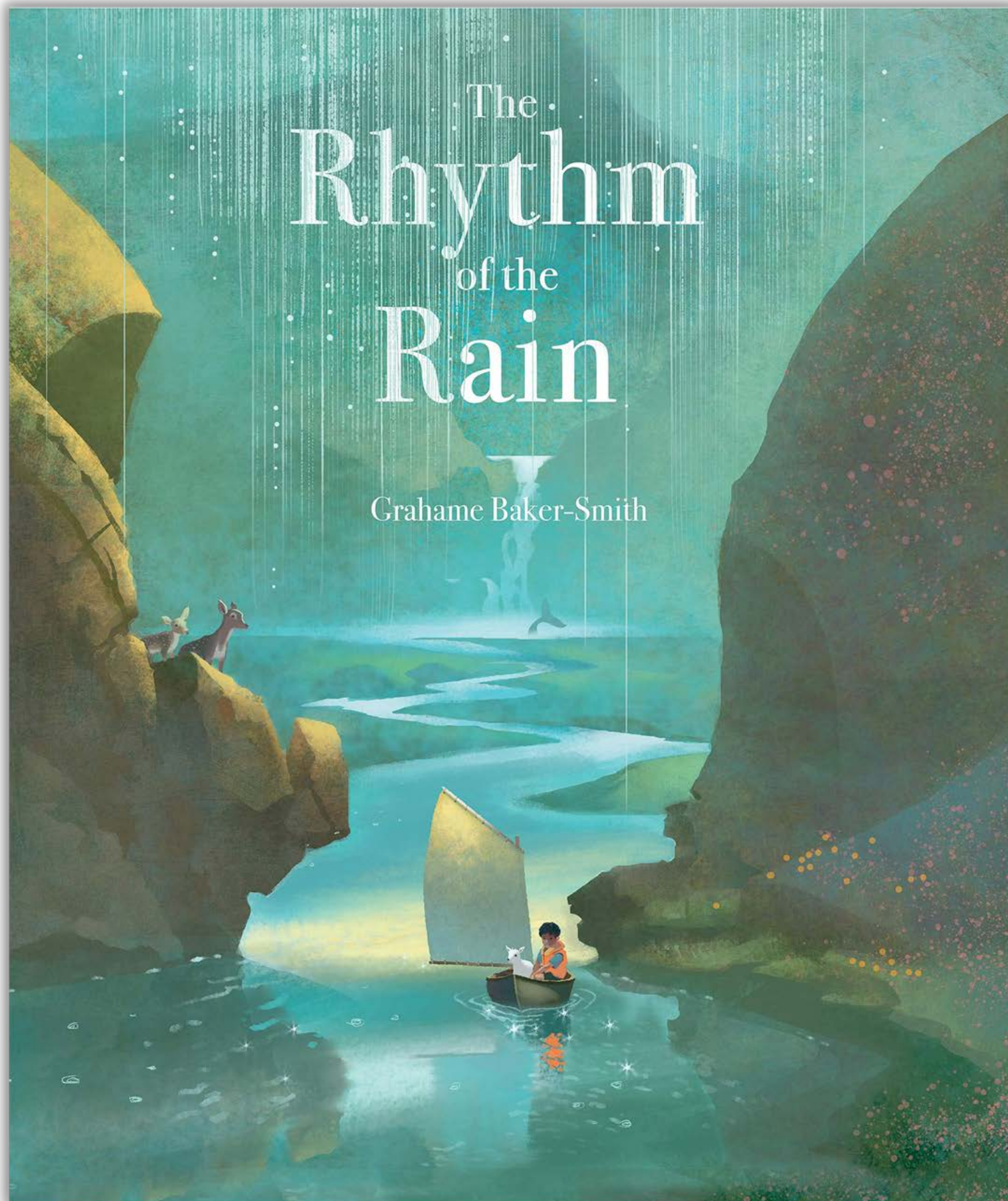
"Team Marine"
Videos featuring
Youth Activists

<https://www.youngvoicesfortheplanet.com/youth-climate-videos/team-marine/>



The Rythym of the Rain

By: Grahame Baker-Smith



Reading Age: 4-8 years old

Publishing Date: Aug 20, 2019

Publisher: Templar Books

ISBN: 978-1536205756

[YouTube Read Aloud](#)

Synopsis:

Issac plays in his favorite pool on the mountainside. When the rain starts to fall, he empties his little jar of water into the pool and races the sparkling stream as it tumbles through swollen rivers, and bursts out into the vast open sea.

From the tiniest raindrop to the deepest ocean, this breathtaking celebration of the water cycle by Kate Greenaway Medal winner Grahame Baker-Smith captures the remarkable movement of water across the earth in all its majesty. (amazon.com)



Questions

Before Reading:

- What do you know about the water cycle? Watch this video, listen to this song, or this song to learn more! Or, watch this BrainPop.
- Pretend that you are a drop of water. Make a prediction of where a drop of water might travel to. What happens to our water?

During Reading:

- Document the journey that Issac's water droplet goes on. Make a sequence of events listing where the water droplet is in the world, what it sees, and how it gets there.
- Look at the illustrations. How does the illustrator help you feel like you are in the book? Does this style of art make you think of something else?

After Reading:

- Write a story as a water droplet. Tell your journey around the globe. Remember to use the sequence of the water cycle as well as the different pathways that water travels around the globe.
- Did you know that water traveled in these ways? What surprised you? What did you already know? What else would you like to know?
- Does the way people treat the water where you live affect other people on the planet? Does the way they treat the water near them affect you? What does this mean?



Learn More about SDG #14
[globalgoals.org](https://www.globalgoals.org)

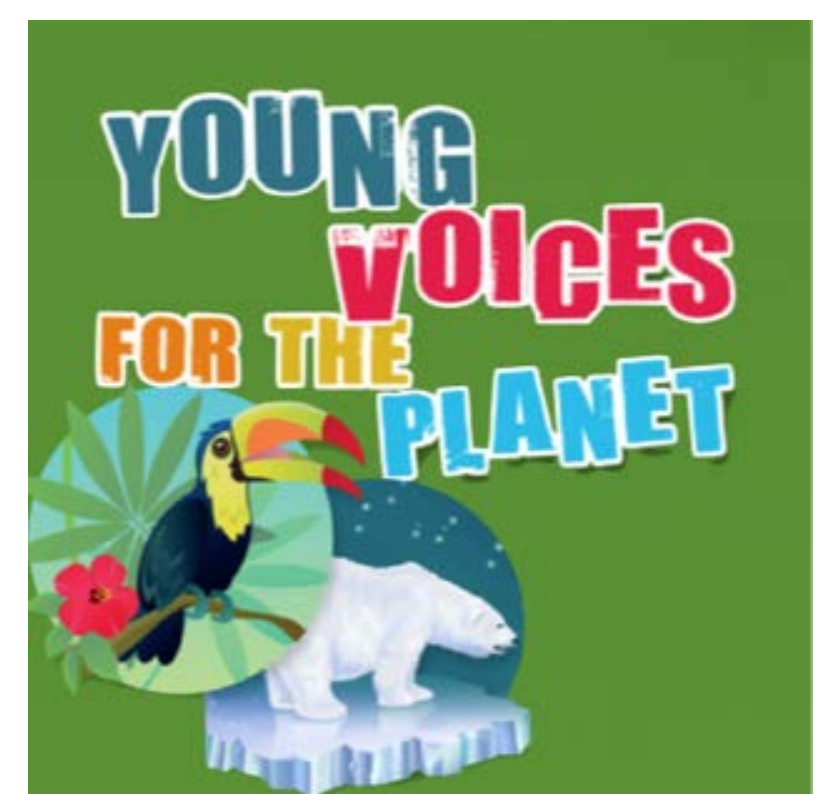
<https://www.globalgoals.org/goals/14-life-below-water/>

Additional Materials



"Water Element"
by SlamOutLoud India

<https://worldslargestlesson.globalgoals.org/resource/water-element/>



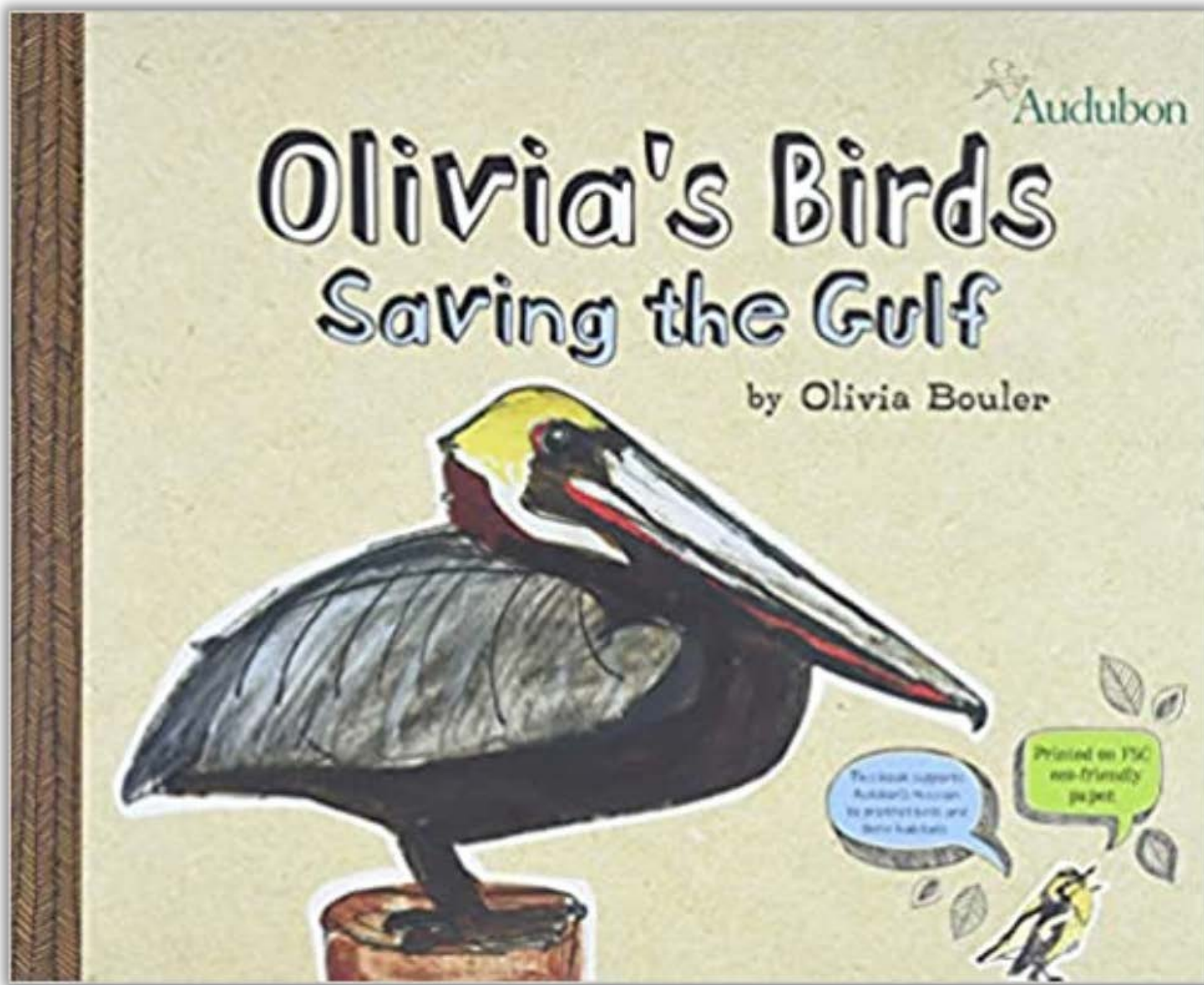
"Dreaming in Green"
Videos featuring
Youth Activists

<https://www.youngvoicesfortheplanet.com/youth-climate-videos/dreaming-in-green/>



Olivia's Birds: Saving The Gulf

By: Olivia Boulter



Reading Age: 5-9 years old

Lexile: 880L

Publishing Date: 2011

Publisher: Sterling

ISBN: 978-1402786655

[YouTube Read Aloud](#)

[Website](#)

Synopsis:

One eleven-year-old girl can make a difference...

Written in her own words, this spectacular picture book by budding ornithologist and artist Olivia Boulter is a unique field guide to the backyard and endangered birds. Featuring an introductory letter by world-renowned Audubon expert Dr. Stephen W. Kress, fascinating bird facts, Olivia's hand-drawn illustrations, and stunning photos, it brings the beauty of more than fifty different birds to life and celebrates her brave efforts to save those affected by the 2010 Gulf oil spill.

Through her Save the Gulf campaign, Olivia Boulter proves that everyone has the power to change the world. She has single-handedly raised over \$150,000 via Audubon's Gulf Oil Spill recovery efforts. Initially, Olivia sent donors one of her own bird paintings, many of which are reproduced here. Also included are easy-to-do, everyday ways kids of all ages can get involved, take a stand, and make the world a cleaner, safer, better place. (amazon.com)



Questions

Before Reading:

- Research the 2010 Deep Horizon Oil Spill in the Gulf of Mexico
 - EPA: <https://www.epa.gov/enforcement/deepwater-horizon-bp-gulf-mexico-oil-spill>
 - National Geographic "10 Years Later":
<https://www.nationalgeographic.com/animals/article/how-is-wildlife-doing-now--ten-years-after-the-deepwater-horizon>

During Reading:

- The first part of the book, Olivia describes the different types of birds and habitats. In the second half, Olivia discusses how she took action to help "Save the Gulf" by selling her bird drawings. Write out the steps that Olivia took. Notice that she started small...do you think you can do the same?
- Near the end of the book, Olivia gives ideas of how kids can make a difference. What other ways can kids make a difference?

After Reading:

- Be sure to check out Olivia's feature on Young Voices for the Planet (see link below)! Also check out the following organizations, listed at the end of Olivia's book:
 - [National Audubon Society](#)
 - [National Wildlife Federation](#)
 - [The Nature Conservancy](#)
 - [Sierra Club](#)
 - [Project Puffin](#)
 - [Cornell Ornithology Lab](#)

Additional Materials



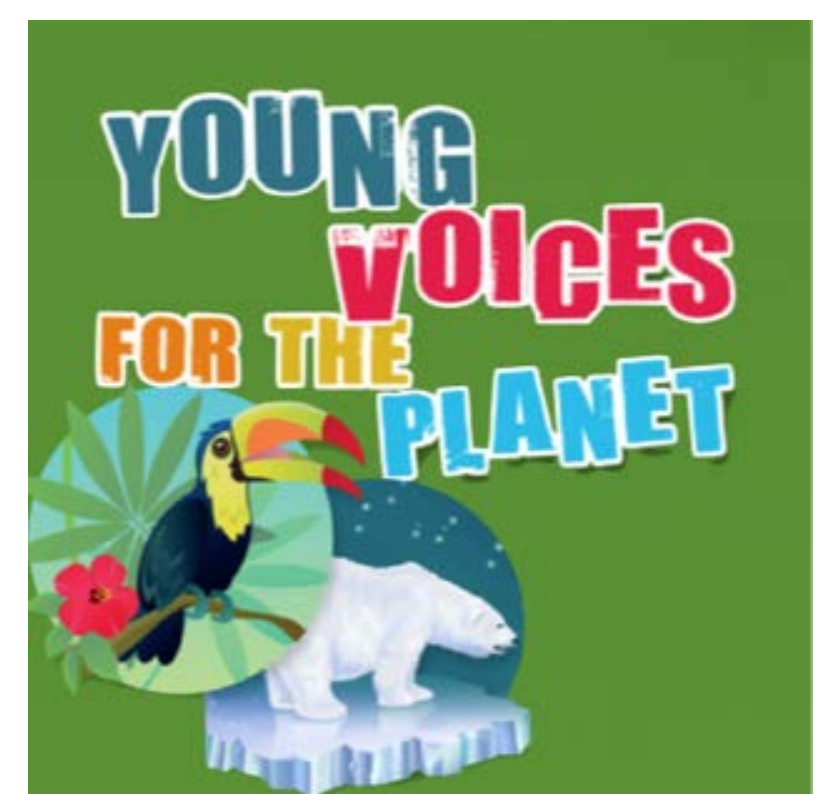
Learn More about SDG #14
[globalgoals.org](https://www.globalgoals.org)

<https://www.globalgoals.org/goals/14-life-below-water/>



"Fire Element"
by SlamOutLoud India

<https://worldslargestlesson.globalgoals.org/resource/fire-element/>



"Olivia's Birds and
the Oil Spill"

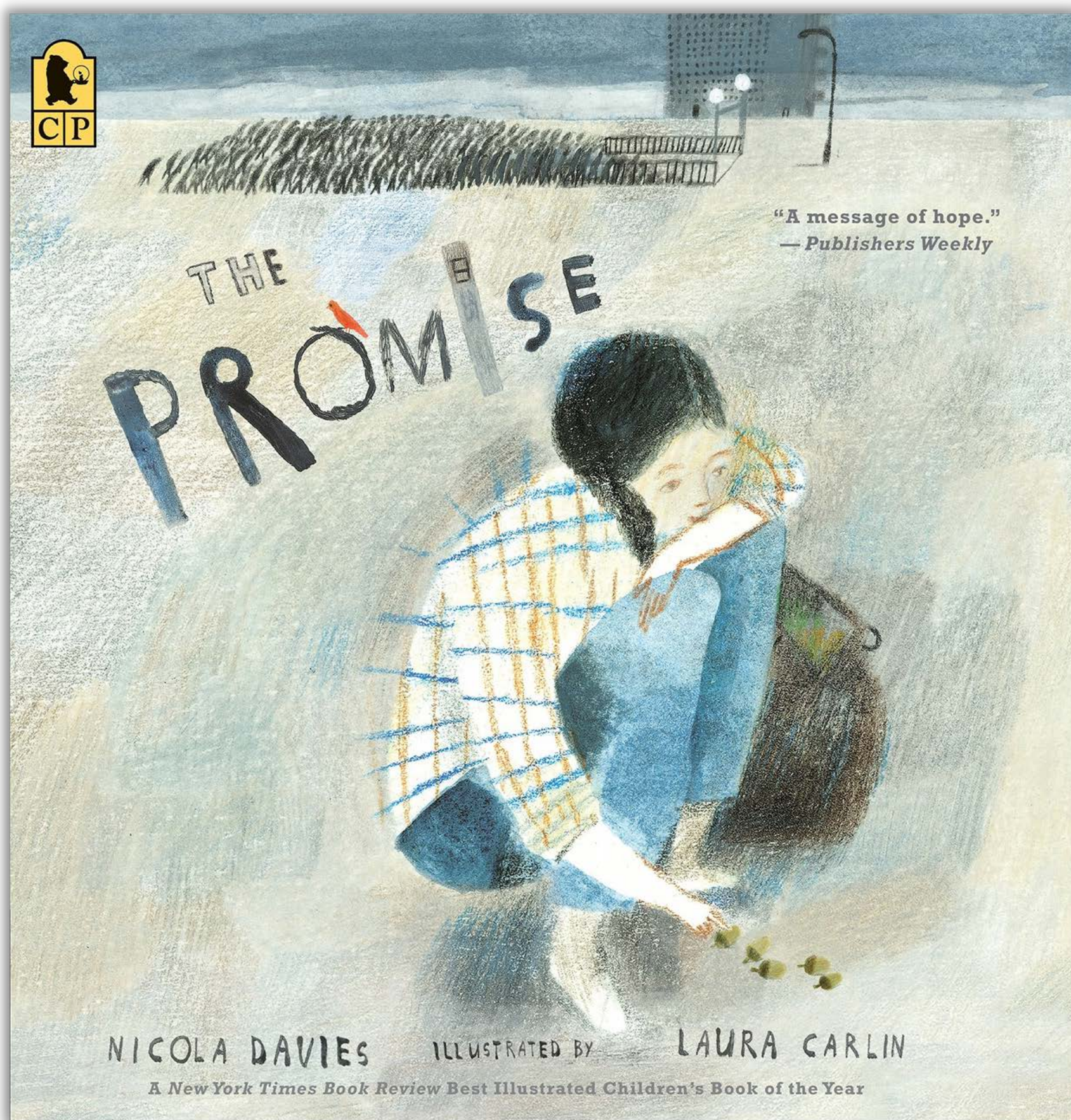
Videos featuring
Youth Activists

<https://www.youngvoicesfortheplanet.com/youth-climate-videos/olivia-oil-spill/>



The Promise

By: Nicola Davies



Reading Age: 5-9 years old

Publishing Date: Mar 28, 2017

Publisher: Candlewick

ISBN: 978-0763693039

[YouTube Read Aloud](#)

[Film](#)

Synopsis:

On a mean street in a mean, broken city, a young girl tries to snatch an old woman's bag. But the frail old woman says the thief can't have it without giving something in return: the promise. It is the beginning of a journey that will change the girl's life — and a chance to change the world, for good. (amazon.com)



Questions

Before Reading:

- Discuss: Are there many green spaces in your community? Where are green spaces located in your community? How does it feel to be in green spaces?

During Reading:

- The story starts out dark and scary. How does the author evoke emotion in you?
- How does the main character change after meeting the old lady?
- What is "the promise"? Is this a promise that you can keep, too?

After Reading:

- Green spaces are vital in all communities. Research has shown that green space in communities leads to an increase in overall happiness! How were the cities transformed because of the trees? What can you do to help transform your community?
- Watch "The Promise: The Film": <https://www.youtube.com/watch?v=ea7W4EfhZGk>
 - Teachers, be sure to preview this video to determine if it is age-appropriate for your students!

Additional Materials



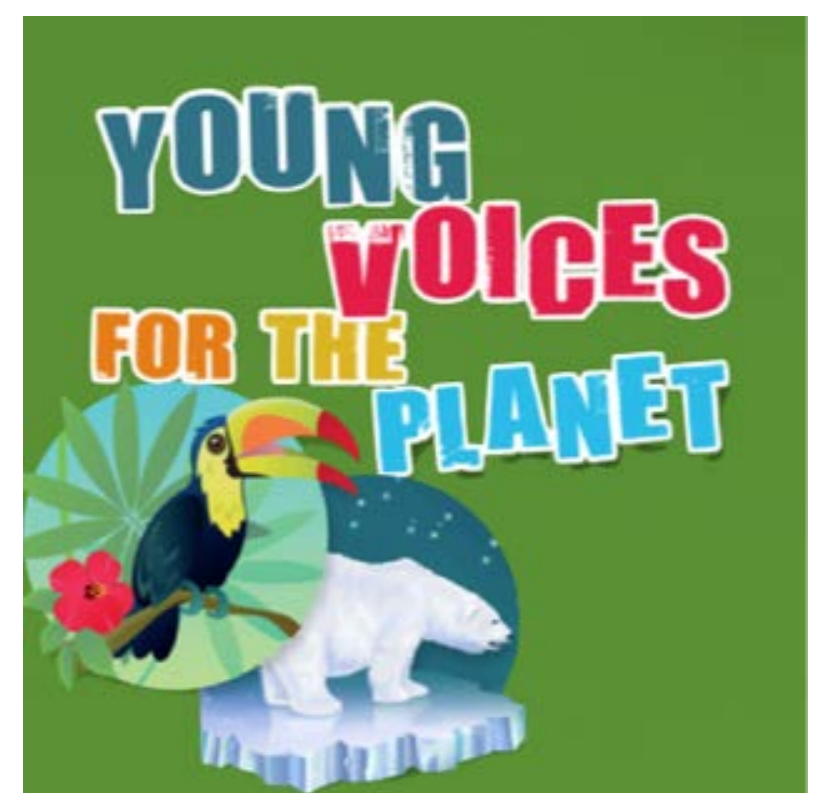
Learn More about SDG #16
[globalgoals.org](https://www.globalgoals.org)

<https://www.globalgoals.org/goals/16-peace-justice-and-strong-institutions/>



"Space Element"
by SlamOutLoud India

<https://worldslargestlesson.globalgoals.org/resource/space-element/>



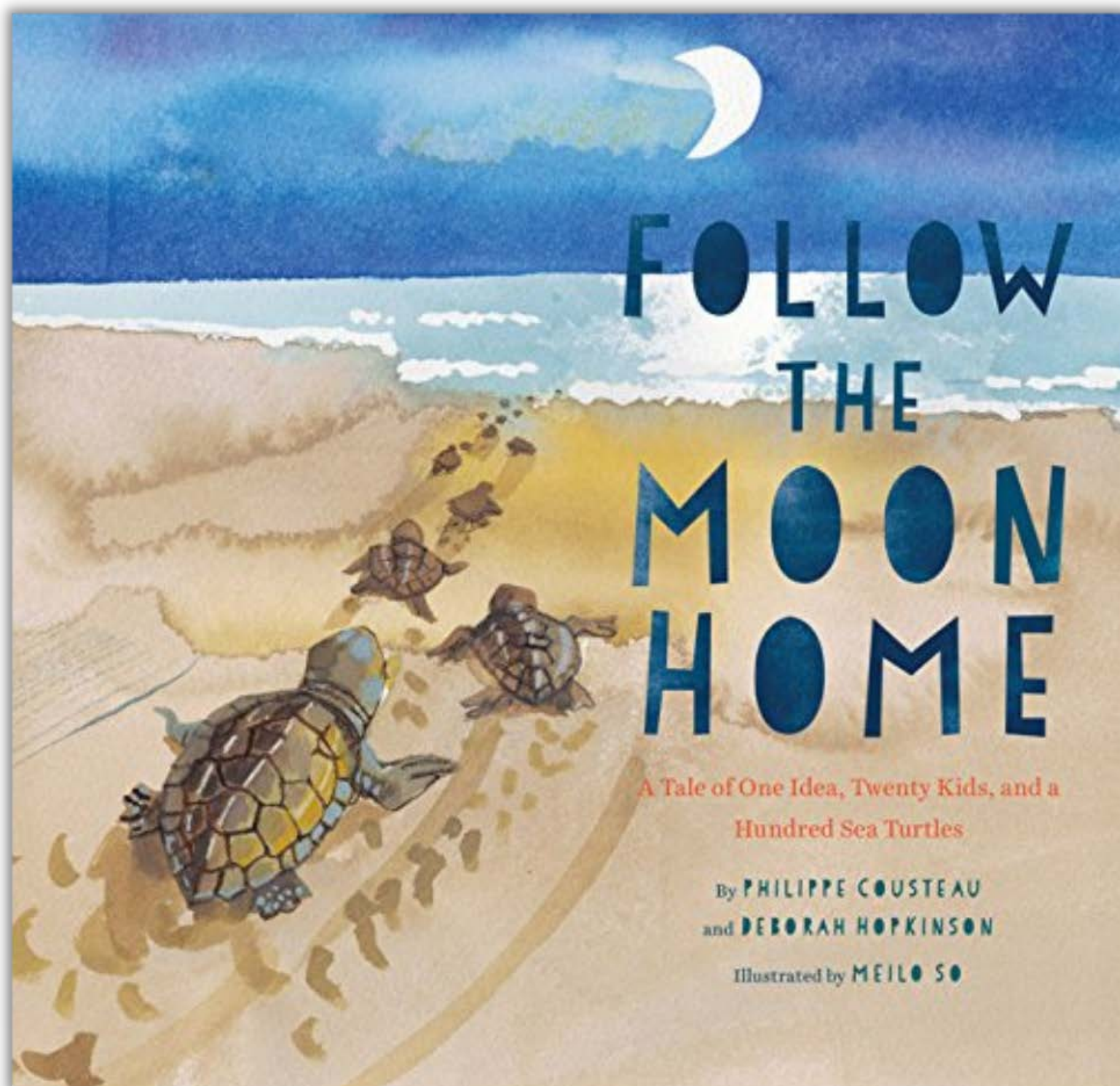
"We Sing Out!"
Videos featuring
Youth Activists

<https://www.youngvoicesfortheplanet.com/youth-climate-videos/we-sing-out/>



Follow The Moon Home

By: Philippe Cousteau and Deborah Hopkinson



Reading Age: 5-8 years old

Lexile: NC590L

Publishing Date: 2016

Publisher: Chronicle Books LLC

ISBN: 978-1-4521-1241-1

[YouTube Read Aloud](#)

[Website](#)

Synopsis:

Viv has a new home and a new school by the sea. Follow her as she finds her way in a new place and helps bring together a whole community to save the sea turtles of the South Carolina coast.

Acclaimed activist Philippe Cousteau and acclaimed author Deborah Hopkinson team up to offer a story of the powerful difference young people can make in the world.



Questions

Before Reading:

- Locate the ocean nearest you. Ask students about their experiences with the ocean and/or sea turtles.
- Ask students if they have ever been involved in a community action project. Allow time to share out.

During Reading:

- On the second page, Viv's teacher has a sign. These are the steps to a Community Action Project:
 - Identify: Find a problem to solve (use your eyes, ask questions)
 - Plan: Gather information and figure out what to do.
 - Take Action: put your ideas into action
 - Tell the Story: show how you-and we-can make a difference!
 - Reflect: think about what you did and what you might do next.
- How does Viv follow this process throughout the book? What are the outcomes?

After Reading:

- Ask students what cause they care about. Allow them to brainstorm some ideas of how they could help that cause.
- Check out One World's "Service Learning" guide to walk students through an Inquiry-to-Action Research Project!

Additional Materials



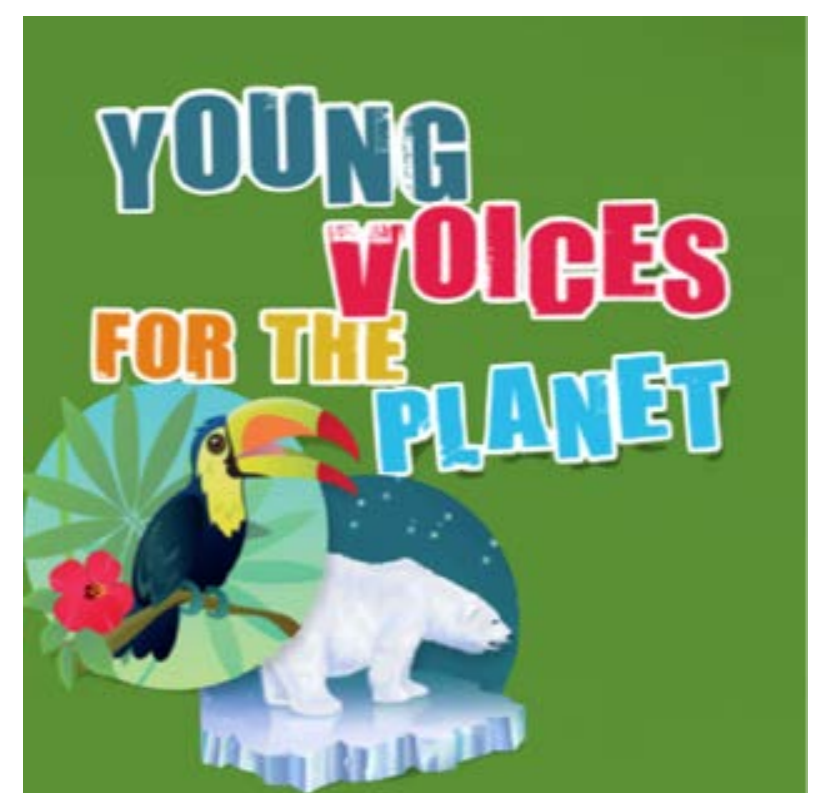
Learn More about SDG #17
[globalgoals.org](https://www.globalgoals.org)

<https://www.globalgoals.org/goals/17-partnerships-for-the-goals/>



"What World Do
You Want in 2030?"

<https://worldslargestlesson.globalgoals.org/resource/what-world-do-you-want-in-2030/>



"Save Tomorrow"
Videos featuring
Youth Activists

<https://www.youngvoicesfortheplanet.com/youth-climate-videos/save-tomorrow/>

A photograph of a diverse group of children and an adult woman, likely a teacher, gathered around a globe in a classroom. The teacher is pointing at the globe, and the children are looking at it with interest. The globe is on a stand and shows the continents in various colors. The background is slightly blurred, showing other students and classroom furniture.

APPENDIX

ADDITIONAL RESOURCES

Table of Contents

Five Reasons Why Global Competence Matters
Benefits of Global Competence in Education
Centering the Sustainable Development Goals
Get to Know One World UV

five reasons why global competence matters



Asia Society Center for Global Education. (n.d.). Five Reasons Why Global Competence Matters. Asia Society.
<https://asiasociety.org/education/five-reasons-why-global-competence-matters>

1.

Global competence is the toolkit a productive, involved citizenry uses to meet the problems and opportunities of the world.

In the curriculum, global competence challenges students to investigate the world, consider a variety of perspectives, communicate ideas, and take meaningful action. A globally focused curriculum engages students in their own learning and motivates them to strive for knowledge and understanding. And a curious, inspired student strives to learn more in school and beyond.

2.

A new generation of students requires different skills from the generations that came before.

The world is changing fast. Boundaries—literal as well as figurative— are shifting and even disappearing altogether. The culture that once lived halfway around the world now lives just down the block. The ability to thrive in this new and rapidly changing environment is grounded in a globally focused curriculum.

3.

More than ever before, individual actions reach around the globe.

Environmental concerns, economic shifts, global poverty, population growth, human rights, and political conflict can seem intractable and overwhelming, yet they absolutely require thoughtful action. In a globally focused curriculum, students learn that the world needs them to act, and that they can make a difference.

4.

Global competence integrates knowledge of the world and the skill of application with the disposition to think and behave productively.

Global competence is not restricted to knowing about other cultures and other perspectives. In addition to knowledge of the world, a globally competent citizen exhibits habits like critical thinking, rational optimism, innovation, empathy, and awareness of the influences of culture on individual behavior and world events.

5.

Success in career and life will depend on global competence, because career and life will play out on the global stage.

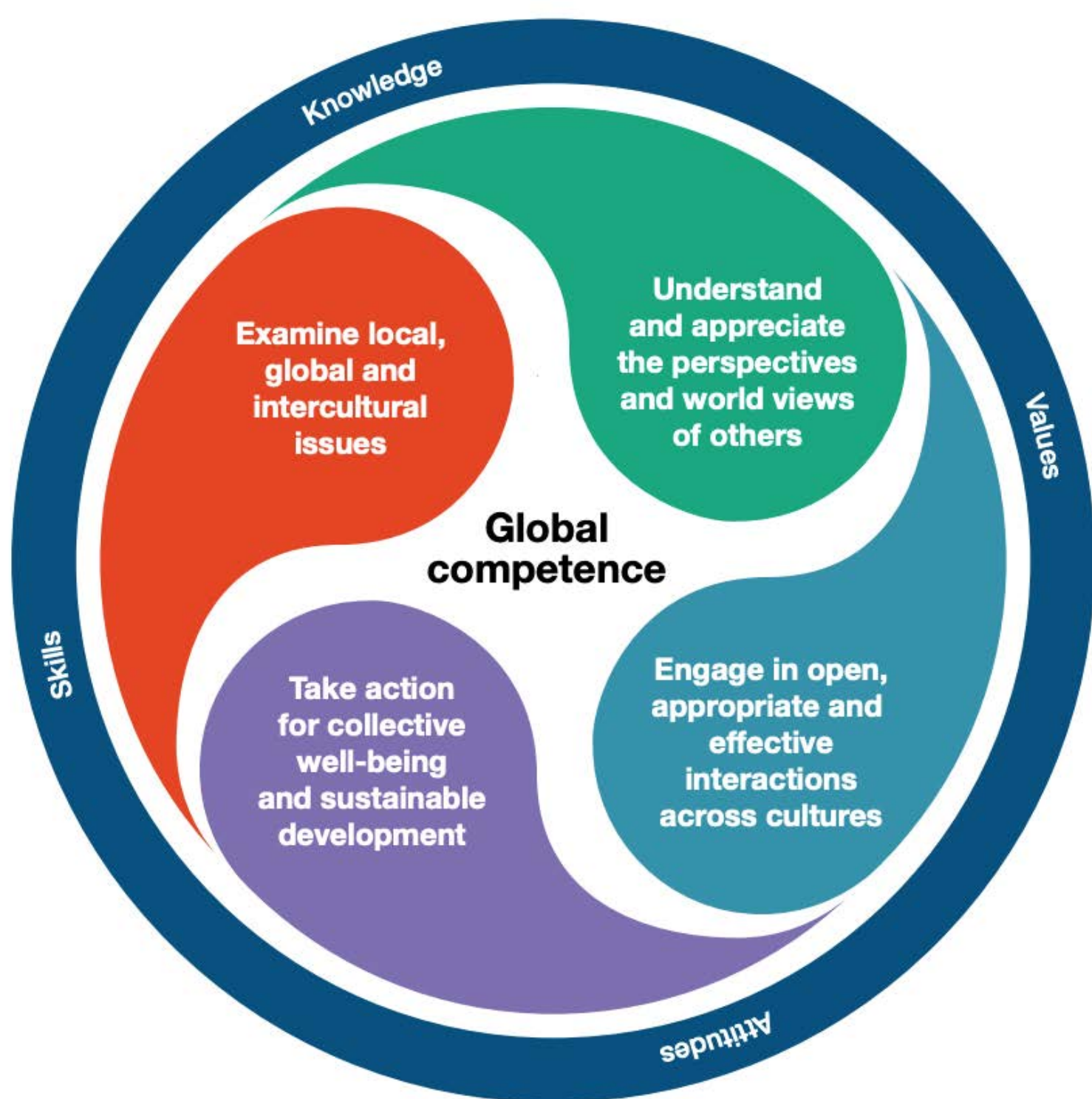
Already, government, business, and cultural institutions are called to solve the world's problems cooperatively. Engaging in these challenges requires high-order knowledge and thinking skill, as well as shared language and cultural understanding. In a globally focused curriculum, students prepare to approach problems from multiple perspectives and to thrive in a global future.

benefits of global competence in education



OECD and PISA. (2018). Preparing Our Youth for an Inclusive and Sustainable World. OECD Global Competency for an Inclusive World. <https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf>

Global competence is the capacity to examine **local, global and intercultural issues**, to understand and appreciate the **perspectives and world views of others**, to engage in **open, appropriate and effective interactions** with people from different cultures, and to **act for collective well-being** and sustainable development (OECD, 2018, pg. 7).



This definition outlines four target dimensions of global competence that people need to apply successfully in their everyday life:

dimension 1: the capacity to examine issues and situations of local, global and cultural significance

dimension 2: the capacity to understand and appreciate different perspectives and world views

dimension 3: the ability to establish positive interactions with people of different national, ethnic, religious, social or cultural backgrounds or gender

dimension 4: the capacity and disposition to take constructive action toward sustainable development and collective well-being

Figure 1: The Dimensions of Global Competence (OECD, 2018, pg. 11)

The Building Blocks of Global Competence (OECD, 2018, pg. 12-20)

Knowledge	Skills	Attitudes	Valuing
about the world and other cultures	to understand the world and to take action	of openness, respect, and global mindedness	human dignity and diversity
<ul style="list-style-type: none">• global issues• intercultural issues• culture and intercultural relations• socio-economic development and interdependence• environmental sustainability• formal and informal institutions	<ul style="list-style-type: none">• reason with information• communicate effectively and respectfully• perspective taking• conflict management and resolution• adaptability	<ul style="list-style-type: none">• openness toward people from other cultural backgrounds• respect• global mindedness	<ul style="list-style-type: none">• valuing human dignity and valuing cultural diversity• human rights

centering the sustainable development goals



One World's mission centers the Sustainable Development Goals. To create a 21st century global community of future-ready, lifelong learners requires common language and objectives in a diverse world. We believe that this commonality can be found in the United Nation's 17 Sustainable Development Goals (SDGs). When we all work towards a common mission, vision, and outcome, we can create a world free from poverty, hunger, and more. The future of our changing world and ever-evolving global community rests in the OUR hands. To learn more about the Sustainable Development Goals, [click here](#).

Throughout the lessons, you will see icons indicating a connection to the SDGs. Use these connections to prompt discussion in your community!



our partnership with the UNFCCC

One issue that is in obvious need of a global solution is climate change. Over the course of the last several years, One World has worked closely with the Secretariat of the United Nations Framework Convention on Climate Change (UNFCCC) to help schools reduce and offset their carbon emissions through a program the UNFCCC calls Climate Neutral Now.



get to know One World UV



Our Mission

To create a 21st-century global community of future-ready, lifelong learners.

One World is an international non-profit educational enrichment program that prepares youth for the complex challenges and opportunities of the 21st Century by helping them become leaders of character, knowledgeable of the world around them and capable of changing it for the better.

Our ESG Focused Curriculums:



"The One World community and network is an inspiring example of the power of collaboration and the importance of empowering the younger generations. At a time when youth around the world are calling for immediate climate action to protect their future, our duty is to respond to that call and to step up to the challenge. One World has been supporting schools around the world in doing exactly that, while helping the students to learn what they themselves can do. We are proud to collaborate with One World."

Miguel Naranjo, Program Officer, UN Climate Change Secretariat

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