This collection of *Journal of Adolescent & Adult Literacy (JAAL)* articles and resources explores the vital role of literacy in working towards addressing climate-related challenges, promoting eco-justice, and encouraging critical thinking and advocacy in education and beyond.

**Articles**


Explore how high school teachers and students employ critical inquiry and literacy tools to meaningful engage with issues around climate change.


In this forum, three educators across elementary, middle school, and college settings discuss harnessing literacy to champion environmental causes and promote a sustainable future.


Learn how to confront climate denial through inquiry-driven critical literacy and eco-civic practices.


Discover how a group of teachers integrated climate change education into their literacy courses, and its potential to impact those most socially and economically vulnerable.

**Additional Resources**

*Literacy and Climate Change with Dr. Richard Beach* [JAAL Podcast]

*Teachers and Students Use of Systems Thinking About Their Participation in School Environmental Clubs* [YouTube]

**Discussion Starters**

- How can literacy education, at the adolescent and adult level, be leveraged as a powerful tool for enhancing public awareness and understanding of climate change and its implications?

- In what ways can teachers incorporate climate change topics across their disciplines to empower students with the knowledge and critical thinking skills needed to address environmental issues? Think about this issue from a standardized and non-standardized curricula perspective.

- How can literacy and critical thinking serve as tools to challenge climate change denial, promote responsible environmental behavior, and encourage meaningful engagement with climate change and other environmental issues?

Share your thoughts with colleagues around the world by posting them to the *Literacy Teaching and Learning discussion group on LinkedIn*. 

*The Journal of Adolescent & Adult Literacy* highlights innovative, peer-reviewed, research-based practices aimed at improving engagement and achievement among literacy learners ages 12 and older. 

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