

Teacher's Corner: Chapter 2

Here are some questions to support your reflection.

- Consider why you have *The Green Literacy Handbook*. What are your goals in reading it? How will being part of Green Literacy help (or hinder) you?
- How can teacher freedom in curriculum design enhance students' personal engagement with and response to environmental issues?

Here are prompts for journaling.

- Recall a teaching experience constrained by a set guide that limited addressing a pressing environmental issue. How would a more personalized approach have made a difference?
- Write about a time when the need for structured content had to be weighed against fostering students' personal connection to environmental issues. Discuss the decision and its effects.

Here are discussion guidelines.

- How do you judge when to move away from provided resources to incorporate your own, especially to make urgent environmental topics more personally relevant for students?
- How do you strike the right balance between setting rigorous educational goals and nurturing students' personal exploration of environmental issues?