



*Eco-Feminism for Climate Action*  
**Adenike Oladosu**  
**Earth Rising/Fridays for Future Nigeria**  
**Nigeria**

Adenike Oladosu's journey into the environmental movement began when she witnessed the destruction that climate change was causing in the Lake Chad region in Nigeria. Climate change is leading to conflict, and conflict is making the effects of climate change worse. When conflict arises, there is more food insecurity, which affects the economy at large. The conflict was so bad that it took Adenike an extra year to finish her studies. That was when she knew she needed to act. She joined Fridays for Future, started by Greta Thunberg to demand climate action in communities across the world. Adenike calls her personal brand of activism "Eco-Feminism." She believes that solutions to climate change must prioritize the safety and wellbeing of women and girls. As Adenike became an international leader in the climate movement, she noticed that there was little focus on or consideration for communities in the Global South. But if international representatives do not recognize the current dangers of climate change in African countries, there will be global repercussions. Adenike's climate activism focuses on engaging the world's youth through education, and on increasing the use of renewable energy. Climate change should be the top priority for everyone, everywhere.

**Values      Solidarity      Commitment      Diligence      Feminism      Environmentalism**

**Lessons Learned**

- Unity brings strength. The only way to defeat climate change is by joining together, regardless of age, race, gender, culture, or nationality.
- Education is the most powerful weapon we have.
- We share the planet, which means we share our problems. It is time to work together to find and share solutions to the problems.
- Traditional knowledge can contribute to climate resilience, and technology can improve people's quality of life. If we can make them work together, we will create a new world.

**English Language Arts**

- Research the effects of recent droughts in Nigeria and how these have affected the country in the past 30 years. With the information you collect, create a presentation (at least 10 slides) about the effect of drought on Nigeria's farmers, its economy, and its people.

- What is the connection between climate change and armed conflict in Nigeria (specifically Boko Haram)? Create a 5-to-10-minute video using secondary sources (for example, news outlets, videos from NGOs, etc.) in which you explain how climate change has created the ideal circumstances for terrorism and war in the country, and how terrorism is affecting Nigeria's youth.
- Write a research essay about biodiversity in Africa. What kind of ecosystems exist within the continent? How fragile are they? How are they being affected by climate change, and what can be done to ameliorate the situation?
- Write a social media post (or series of posts, depending on the platform you choose), in which you explain how climate change has exacerbated the migration of people from African nations into Europe, and how the situation has become a humanitarian crisis.
- Working in groups of 3-4 people, choose any one of the topics you've researched in the previous activities, and design an information campaign to bring awareness about this issue to people your own age. Your campaign must use at least two social media platforms, photographs, and one written article/blog post that explains the issue.

### STEM Activities

- In this [Climate Change Impacts in Nigeria activity](#), students will be introduced to the climate change risk profile for Nigeria, including the impact of climate change on major sectors of the country (agriculture, water resources, human health, ecosystems, energy, infrastructure, and disasters). Students will also analyze data to evaluate the current and future health risks in Nigeria due to climate change.
- Using this [EarthLabs activity guide](#), develop a working definition of drought, and do a hands-on demonstration to illustrate the role of soil moisture in a drought. Examine precipitation data and streamflow levels, and use them to predict where drought is most severe in the United States. Check your predictions by comparing them to the Palmer Drought Severity Index.
- Read the article *The Intersection Between Ecofeminism and Agriculture* written by Adenike, which you can find on [Facebook](#), [Instagram](#), [Twitter](#), or [LinkedIn](#). Research one way in which Nigerian women are impacted by climate change, and design a technological or scientific solution to help mitigate this.

### Sustainability Innovations

- When addressing eco-feminism, the topic of intersectional environmentalism is also discussed. Read this [article](#) by Leah Thomas. What is the difference between these two terms, and how are they at the forefront of current environmental and social causes?
- Assess the [UNICEF Chad Appeal](#). How does it plan to address COVID-19, environmental issues, and conflict-induced displacements? If you and your classmates created a fundraiser to support Lake Chad, which area would you most like to assist in?
- [Women's Consortium of Nigeria](#) is one of the largest NGOs in Nigeria; it has 10 different focus areas that address opportunities for women and children in Nigeria.
- In addition to the focus on women's rights in Nigeria, the presence of business-focused NGOs is growing rapidly. The [Association of Nigerian Women Business Network](#) (ANWBN) is a coalition of 52 organizations that are collaborating to enhance the economic status of women in Nigeria.

### Sustainable Career Pathways

- **Eco-feminist.** Sometimes having a mission like Adenike's can help to shape one's work, no matter what one's career is. As an eco-feminist, Adenike puts women's well-being and safety first—whether she's working with villagers on education, agricultural issues, or societal reform. While one might think of feminist jobs as being in the realm of activism or academia, applying feminism to the many different environmental career paths can make them richer and more effective. Want to learn more about eco-feminism? [Start with Wikipedia's overview](#).
- **Environmental Security Expert.** Just as climate change can cause conflict, conflict can cause ecological damage. There is now a field of [environmental security](#) that focuses on reducing environmental conflicts, and preventing environmental damage caused by conflict. Jobs are available in governments, with the United Nations, or institutions like the World Bank, and in "think tanks" like the Woodrow Wilson Center's [Environmental Change and Security Program](#), which offers [internships in the field](#).

- **Ecological Restoration.** One of the best ways to limit the local effects of climate change is to heal ecosystems and their functioning whether wetlands, lakes, forests, or others. The field of [ecological restoration](#) focuses on this, with restoration ecologists, field technicians, and others working together to “rewild” degraded areas. [Learn more about opportunities in this field here.](#)

**Call to Action:** Join Adenike Oladosu and others around the world in demanding climate action now. You can visit her website <http://womenandcrisis.blogspot.com/> or follow her on Twitter @the\_ecofeminist. And visit Fridays for Future to find out about climate action in countries around the world. <https://www.fridaysforfuture.org/>

## Standards

### California:

- **ELA**
- **RI.11-12.7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **RST.11-12.7:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- **SL.11-12.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- **SL.11-12.5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **W.11-12.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). CA
- **W.11-12.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

- W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.
- **STEM**
- HS-ESS2-2: Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
- HS-ESS3-1: Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
- HS-ESS3-4: Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
- HS-ESS3-5: Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
- HS-LS2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

## **Massachusetts:**

- **ELA**
- RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words in order to address a question or solve a problem.
- SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1.b: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1.c: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

- SL.11-12.1.d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience and a range of formal and informal tasks. (See grades 11-12 Language Standards 4-6 for specific expectations regarding vocabulary.)
- SL.11-12.5: Make strategic use of digital media (e.g., audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language Standards 1 and 3 for specific expectations.)
- W.11-12.1: Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.1.a: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- W.11-12.1.d: Establish and maintain a style appropriate to the audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.1.e: Provide a concluding statement or section that follows from and supports the argument presented.
- W.11-12.2: Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.2.a: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.11-12.2.b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.11-12.2.e: Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.3: Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
- W.11-12.3.a: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.
- W.11-12.3.b: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.11-12.3.c: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- W.11-12.3.d: Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Writing Standards 1-3.)



- W.11-12.6: Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.11-12.8: When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **STEM**
- HS.ESS.2.2: Analyze geoscience data to make the claim that one change to Earth's hydrosphere can create feedbacks that cause changes to other Earth systems. Clarification Statement: Examples can include how decreasing the amount of glacial ice reduces the amount of sunlight reflected from Earth's surface, increasing surface temperatures and further reducing the amount of ice; how the loss of ground vegetation causes an increase in water runoff and soil erosion; how dammed rivers increase groundwater recharge, decrease sediment transport, and increase coastal erosion; and how the loss of wetlands causes a decrease in local humidity that further reduces the wetland extent.
- HS.ESS.3.1: Construct an explanation based on evidence for how the availability of key natural resources and changes due to variations in climate have influenced human activity. Clarification Statements: Examples of key natural resources include access to fresh water (such as rivers, lakes, and groundwater), regions of fertile soils (such as river deltas), high concentrations of minerals and fossil fuels, and biotic resources (such as fisheries and forests). Examples of changes due to variations in climate include changes to sea level and regional patterns of temperature and precipitation.
- HS.ESS.3.5: Analyze results from global climate models to describe how forecasts are made of the current rate of global or regional climate change and associated future impacts to Earth systems. Clarification Statement: Climate model outputs include both climate changes (such as precipitation and temperature) and associated impacts (such as on sea level, glacial ice volumes, and atmosphere and ocean composition).
- HS.LS.2.7: Evaluate and refine a solution for reducing the impacts of human activities on biodiversity and ecosystem health.\* Clarification Statement: Examples of solutions can include captive breeding programs, habitat restoration, pollution mitigation, energy conservation, and ecotourism.