

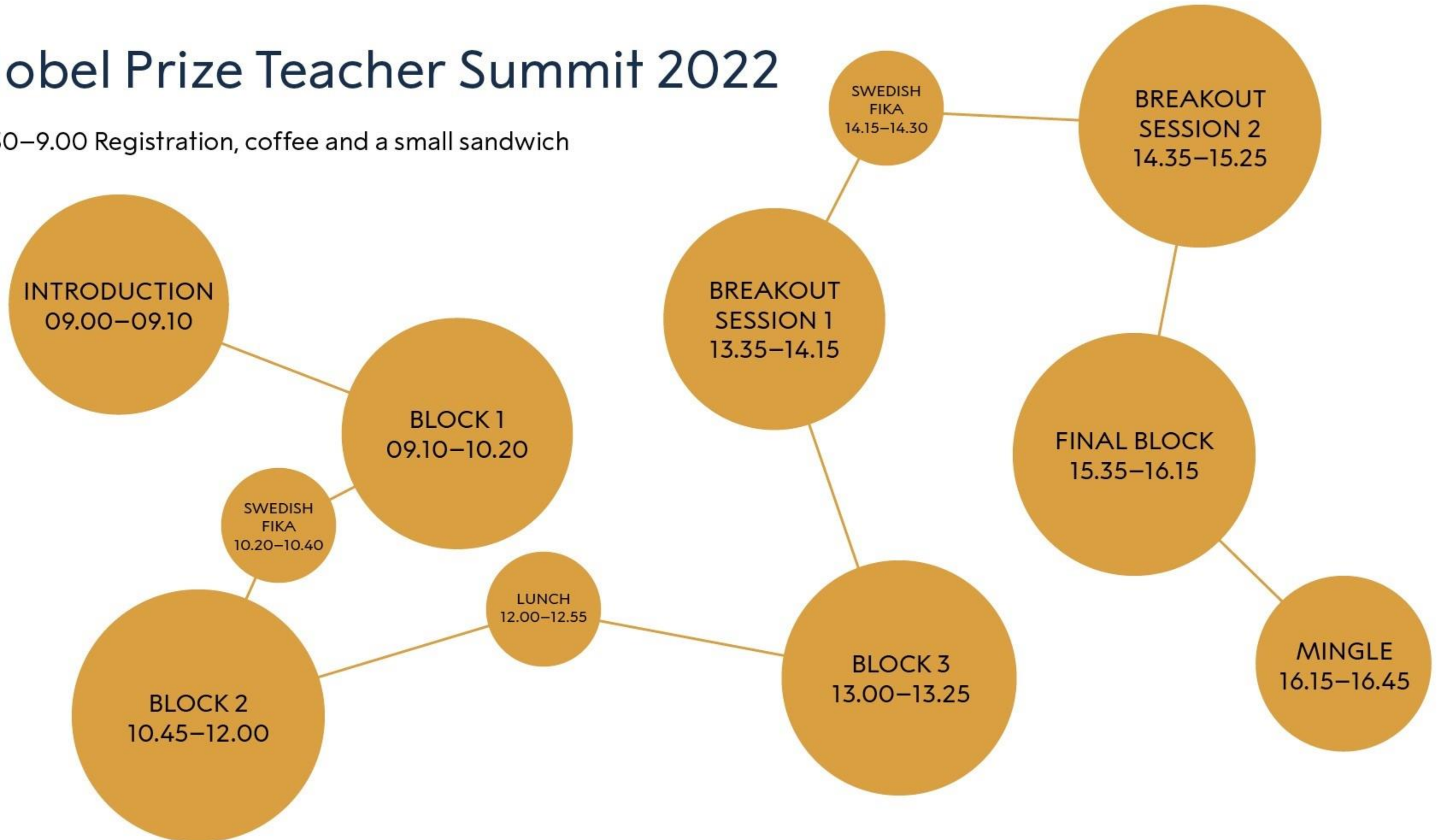
THE
NOBEL
PRIZE

NOBEL PRIZE TEACHER SUMMIT 2022

Summarising presentation

Nobel Prize Teacher Summit 2022

8.30–9.00 Registration, coffee and a small sandwich



Welcome to the Nobel Prize Teacher Summit!

Introduction

Vidar Helgesen

Executive Director of the Nobel Foundation



Sustainability all over the place

The Nobel Prize Museum team presented the programme and acknowledged the complexity of today's topic as well as the possibilities that lay in front of us.

Carin Klaesson
Content Manager of Public Programs

Pontus Thunblad
Acting Education Director

Gustav Källstrand
Chief Program Editor

Isak Petersson
Museum Educator



Foto: Clément Morin



350 teachers from 30 different countries engaged in discussions on how to teach about sustainability.

Can't we just stop consuming?

The movement from facts to action.

We met Human Rights Lawyer Parul Sharma, CEO at the Academy for Human Rights in Business, and Chair of Amnesty International Sweden, in a discussion about interdisciplinarity, legislation and the necessity of a paradigm shift.



Fighting inequality and the climate crisis

One of the great injustices of climate change is that those who are least responsible for creating the problem are worst hit by it.

Tim Gore gave us an overview of the extreme income-related inequalities when it comes to emissions that drive the climate crisis.



What competences do our students need?

Panel discussion

Tim Gore

Climate- and Circular Economy Expert

Shepherd Urenje

Specialist on Education for Sustainable Development

Parul Sharma

Human Rights Lawyer

Pontus Thunblad

Moderator



Sustainable economy – what is that?

Pre-recorded interview

We met the 2019 Economy Prize laureates and poverty fighters Esther Duflo and Abhijit Banerjee in an exclusive interview for the Nobel Prize Teacher Summit audience.



What do we do today – what do we do tomorrow?

Experiences and insights from
classrooms near and far.

Petra Nygård

School leader, Mälardalen International School, Sweden

Emeliana Németh

Teacher, Bina Bangsa School, Indonesia

Barbara Reid

Teacher, Winnacunnet High School, USA

Pontus Thunblad

Moderator



Earth: A planet among others

We have discovered thousands of planets in other solar systems – what can they teach us about life on Earth?

Didier Queloz received the 2019 Nobel Prize in Physics for the discovery of exoplanets. At the Nobel Prize Teacher Summit, he talked about how studying space is also a way to understand – and appreciate – our own world.



Foto: Clément Morin

In journalism we trust?

Interview

Maria Gunther, Science Editor for Sweden's leading morning newspaper, Dagens Nyheter, reflected on the role and challenges of journalism today in relation to climate change.




Foto: Clément Morin

Why is it so hard to make people engaged in the climate?

Psychologist and economist Per Espen Stoknes has written about why it is hard to take action even when you know that it is needed.

In a conversation with Gustav Källstrand he talked about the psychology of climate change communication and how to eliminate the barriers to action.





Isak Petersson
moderated questions
from the teachers to
speakers and panels.

Breakout sessions 1



The Exoplanet revolution

Didier Queloz

People have always wondered if there are other worlds out there in the vast universe – but we only knew of the eight planets in our solar system. In the 1990s, this changed, with the discovery of planets around other stars than our sun.

Today, thousands of planets have been found – and we now think that there are more planets than stars in the universe. What does this mean for our understanding of these other worlds – and for our own?



Creating a movement of minds, hearts and souls to upgrade our economies

Per Espen Stoknes

The economic system keeps crashing. It's time to install a new operating system to ensure a good life for all on a liveable planet. Governments need to act in all world regions and everybody needs to join in a movement of minds, hearts, and souls to champion it.

We are the co-authors of the next chapter of humanity.



Sustainable Development Goals in the classroom

Parul Sharma

How do we make students and youths feel that sustainable, social and environmental development is relevant in their lives?

In a learning environment based on subjects and disciplines, how do we approach the necessary interdiscipline within teaching?



Fighting inequality and the climate crisis – we explore further

Tim Gore

Gore further explored and introduced some ideas for addressing the inequality in responsibility for the emissions that drive the climate crisis.

Then we went on to solutions-focused discussions.

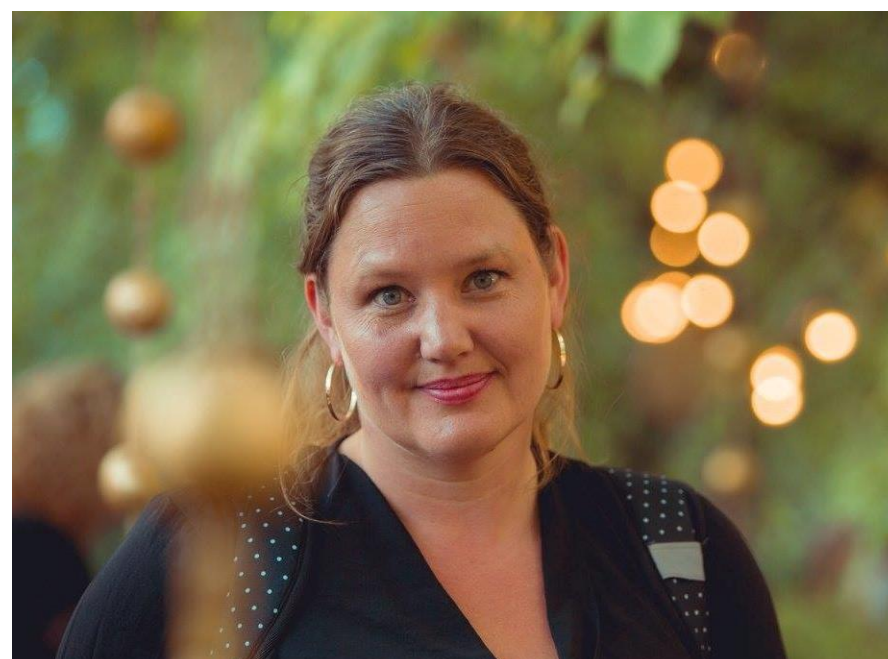
Breakout sessions 2



Life cycle assessment: A tool to critically investigate the environmental footprints of products

Michael Martin, Swedish Environmental Research Institute, IVL

Society is becoming increasingly aware of the need to reduce our environmental impacts. A number of "footprints" and labels have become common for consumers to show the impact of products they consume.



For a fact-based worldview

Anna Rosling Rönnlund, Gapminder

We have tested the public on the most basic global development trends and people seem to be completely misinformed about what the world looks like.

In this session, we dismantled the mega misconceptions that shape our worldview – showing what the world really looks like.



Nudge for the future – Use behavioural science to improve educational outcomes

Tim Isaksson, Nudge

Make it easy. That's the mantra for nudging, a behavioural science tool that can help students learn more, apply for financial aid they are eligible for, and utilise peer mentors more, as well as wash their hands better and other important school-world behaviours.



How to talk to children about the climate crisis

Frida Berry Eklund, Our Kids' Climate

How do we talk to students about the escalating climate crisis without creating anxiety?

In this breakout session, Berry Eklund shared the latest data on climate-related emotions in children, and gave her best tips on how we can teach about climate change in a child-centred way.

Breakout sessions 2



Why the climate crisis is also a public health crisis

Stefan Swartling Peterson, Karolinska Institutet

We examined some of the main mechanisms by which environmental degradation affects human health, such as water, food, security, education, healthcare and propose a simple conceptual model to summarise these main health determinants.



Teaching for an unknown future – Educating for change as a constant

Shepherd Urenje, SWEDEST

How can we teach for a future that we do not know? The question calls for a new pedagogical challenge in the contemporary age – and is motivating curricular and pedagogical questions in higher education.

If the future is unknown, what kind of learning is appropriate for it?



How water can help us achieve the SDGs

Andreas Karlsson, Stockholm International Water Institute (SIWI)

The climate crisis could be described as a water crisis: the changing climate is closely linked to disturbances in the hydrological cycle, and we experience many of these changes through too much or too little water. But water is also part of the solution.



“I love warm weather, but I don't like all the insects so I smash everyone I see”

Susie Broquist Lundegård, World Wide Fund for Nature (WWF)

This breakout session was about how we can motivate, and increase the students' action competence in reconnecting to nature and see that we humans are part of it and that we can't survive without it.

Greeting from UNDP

United Nations Development Programme (UNDP) works in 170 countries and territories to eradicate poverty, reduce inequality and help countries to build resilience to achieve the Sustainable Development Goals.

Ulrika Modéer, UN Assistant Secretary-General and Director of the Bureau of External Relations and Advocacy, UNDP sent us a video greeting.



Where to start?

“Change is not only possible – it is inevitable”

We listened to Kailash Satyarthi, who shared the Nobel Peace Prize 2014 with Malala Yousafzai for his work in fighting child labour. Satyarthi has been at the forefront of the global movement to end child slavery and exploitation since 1980, when he gave up a lucrative career as an electrical engineer to initiate a crusade against child servitude.







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TEACHERS FOR
CHANGE

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