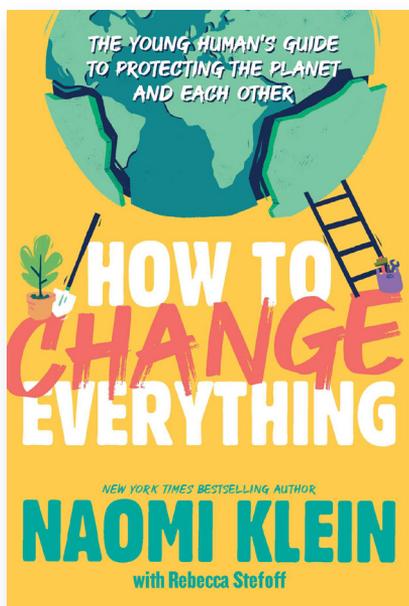


## HOW TO CHANGE EVERYTHING

Bill Templer<sup>1</sup>

DOI: <https://doi.org/10.46687/FGOX7172>



A new book for young readers on how to get involved in and build a real movement, here & now, to transform awareness and take local action hands- and hearts-on as active agents in confronting climate change: a transformation eco-agenda.

This new book [HOW TO CHANGE EVERYTHING](#), from Canadian-born, US activist and public intellectual Naomi Klein, is meant for young readers still in school, esp. tweens and teens (and their teachers). It is loaded with information and stimuli to take practical action to stem climate change, and also to change various aspects of our grossly unequal society and economy. I would recommend that colleagues acquire this book, and also use parts of it to fire up students to take action and get involved in local/glocal movements against the heating of the planet and the System that has caused it. The cost as e-book is reasonable. Naomi [speaks here](#) about her book in a launch interview (26 Feb. 2021, 63 min.), singularly insightful. Also definitely listen to, discuss with students, colleagues her inspiring 2-min. video about the utter [urgency](#) of the climate crisis (19 Sept. 2019), confronting it

Klein, N. (2021). *How to Change Everything. The Young Human's Guide to Protecting the Planet and Each Other*. With Rebecca Steffoff. New York: Atheneum Books for Young Readers. Simon & Schuster Children's Publishing Division. ([eBook](#))

together, and 'in so doing we can battle poverty, we can battle racism, we can solve multiple crises at once'.

You can also read an [excellent UK review](#) of the book by Patrick Barkham (9 March 2021), as well as a brief [Kirkus review](#). Also ponder Emily Chan's [review cum interview](#) with Naomi, in *Vogue*, 26 Feb. 2021. Naomi's [website](#) is likewise worth in-depth exploring.

---

<sup>1</sup> Bill Templer is a Chicago-born educator with research interests in ELF, American literature, critical pedagogy, public pedagogy, social and ecological justice, Jewish and post-socialist studies. He has taught at universities in the U.S., Ireland, Germany, Iran, Israel, Bulgaria, Nepal, Thailand, Laos and Malaysia. He retired in 2011 from Shumen University. Bill is on the Editorial Board of JCEPS and is an associate editor of CLELE. He is a widely published translator from German. Email: [templerbill@gmail.com](mailto:templerbill@gmail.com)

## FROM THE INTRODUCTION:

You and your generation, and the generations yet to come, have done nothing to create the crisis of climate change, but you will live with the worst effects of it—unless we change things. As you read the following chapters, keep in mind that the coronavirus pandemic did not halt climate change—or the movement to bring climate change under control. That movement is under way now. Its goal is to fight climate change while also making a fair and livable future possible for *everyone*.

This is called climate justice. And young people are not just part of that movement. They are leading the way. Will you be one of them? I hope this book will help you answer that question. It is meant to give you information and much more: inspiration, ideas, and tools for action. First you'll see some of the steps that kids like you are taking against climate change and for social justice, including racial, gender, and economic justice. After that you'll dive into what we have learned about the state of the climate now, and how we got here (p. 7).

The book's first eight chapters are beautifully written and provide a great amount of solid, easy to grasp knowledge about climate and climate change, and an informed, insightful history of the ongoing struggle against the planet's ominous warming: Chap. 1, 'Kids Take Action', describing the global School Strike for Climate in 2019; Chap. 2 'World Warmers', discussing recent climate changes and extreme weather events; Chap. 3, 'Climate and Justice', analyzing how it affects people differently; Chap. 4, 'Burning the Past, Cooking the Future', discussing the advent of the fossil fuel industry; Chap. 5, 'The Battle Takes Shape'; Chap. 6, 'Protecting Their Homes -- and the Planet'; Chap. 7, 'Changing the Future'; Chap. 8, 'A New Green Deal'.

The crowning Chap. 9 – very practical and inspiring, *literally 'down-to-earth'* and chock full of suggestions for getting involved at a young age in concrete action locally – is titled '**A Toolkit for Young Activists**'. Naomi asks her readers: 'Are you in school now? If so, you will be a young adult in 2030. By that time, the world should have cut its total carbon pollution by almost half.[...] The rest of this chapter has a number of suggestions for activism. Depending on how old you are, some of them will be more useful to you than others. Maybe you're already doing one of the things in this chapter, or even more. If so, good for you! Every bit of activism helps, so you should feel empowered' (p. 157). Sections in this superb chapter cover: ● CLIMATE CHANGE GOES TO SCHOOL ● MANY WAYS TO PROTEST ● EXPLORE YOUR ENVIRONMENT ● GET POLITICAL ● USE THE LAW ● GREEN ART ● FIND A MOVEMENT—OR START ONE (pp. 157-174). Naomi stresses:

More and more often, groups tackling a wide range of issues in social justice, environmentalism, and climate activism are merging their strengths in teaching events, projects, marches, and demonstrations. Both individual and group approaches are good. The road ahead has room for many causes and many kinds of activism. *If the idea of working with others for a common cause excites you, if you want to support and be supported by people who share your goals, then find a movement and jump in. Or create your own and see if others will jump in to join you. Movements make a difference. You can be the friction, the resistance that is needed to slow down the machine that is setting the world on fire* (p. 174, italics added).

The book has a brief CONCLUSION: 'You are the Third Fire': Naomi encourages her young readers: '[...] the third fire is the fire in the belly of the new generation of young activists like you. Your voices give us energy. Your visions point toward our best future. Now we have to feed that third fire and help it grow. The more sparks the fire has, the brighter it will burn. I invite you to add your spark. Are you ready to change everything?' (p. 177).

And added is a very important AFTERWORD: 'Learning from the Coronavirus Epidemic': 'The pandemic tested us in every way. It also showed us once again that big, rapid changes in society's direction are possible. It is possible, in fact, to Change Everything. Our challenge now is to use that creativity and energy, and those resources, not only against COVID-19 but also against climate change and injustice, and for a fairer future' (p. 178). A poetic supplement to this AFTERWORD is the superb new collection of poems and other writings on corona by the C Group, edited by Alan Maley: [A Viral Time Warp](#) (C Group, Aug. 2020/ open-access).

As a critical supplement to Klein's section on the pandemic and its myriad impacts, a [striking volume](#) worth reading is D. I. Rubin & F. A. Wilson, *A Time of Covidiocy: Media, Politics, and Social Upheaval* (Brill 20121). Like Naomi Klein, stressing openings for societal, economic and political transformation beyond the crisis, the Introduction notes (p. 1): 'We assert that the pandemic has revealed three major neoliberal narratives that are in the process of collapsing: individualism as the solution to social problems, the economic supremacy of capitalism, and the nuclear family form as a privatized model of self-sufficiency'. Transformation beckons.

### **A Natural Solution to the Climate Disaster**

Appended following the AFTERWORD is a public letter (pp. 183-84) signed by Naomi Klein, Greta Thunberg and other climate activists calling for 'natural climate solutions' on a planetary scale:

This means drawing carbon dioxide out of the air by protecting and restoring ecosystems. By defending, restoring and re-establishing forests, peatlands, mangroves, salt marshes, natural seabeds and other crucial ecosystems, large amounts of carbon can be removed from the air and stored. At the same time, the protection and restoration of these ecosystems can help minimise a sixth great extinction, while enhancing local people's resilience against climate disaster. Defending the living world and defending the climate are, in many cases, one and the same. This potential has so far been largely overlooked. We call on governments to support natural climate solutions with an urgent programme of research, funding and political commitment. It is essential that they work with the guidance and free, prior and informed consent of Indigenous People and other local communities.

That call needs concrete dynamic support and jibes with a key ecological and ethical concern for the *needs of all living things over profit*, the rich multitude of species and their ecosystems, plant and animal, not just human societies: 'defending the living world'.

The final section in Klein's book, FIND OUT MORE, lists various books and articles as resources. And its Notes section has copious digital links for each

chapter [to articles available online](#) (as of April 2020). The book was co-written with Rebecca Stefoff, a writer of non-fiction books for young readers based in Oregon. So its style is readily appealing and geared to a tween-teen readership in particular, also interspersed with multiple images and inserts. Naomi comments in her video interview above that she and Rebecca sought to ‘create a book that is both challenging and accessible. We didn’t dumb-down the material, but we pared it down and simplified it [...] a book that is about climate change, but a book that is also about capitalism, colonialism, COVID, racial justice, and so much more’ (min. 8:00, 8:26).

Naomi’s book can be acquired in several affordable formats, see [this link](#) and [this site](#) as well. If you search online, you may be able to find a pdf copy cost-free. Here an excellent curriculum guide to using the book in teaching: <https://tinyurl.com/f8vkbwn5> . Naomi has written many books about transforming the System and its inequities. One you might like to explore seriously is *This Changes Everything: Capitalism vs. the Climate* ([Simon & Schuster 2014](#)). There is also a film by the same title (89 min.), here a [trailer](#).

I would also recommend that colleagues/advanced students watch and discuss [an interview](#) (16 April 2021, 25 min., Aljazeera) with Naomi Klein and Kshama Sawant (Marxist activist elected to the Seattle City Council). This is a remarkably penetrating discussion where the need for ‘mass people’s movements’ is shifted front and central. Here a powerful Labor Day [September 6, 2021 statement](#) by Ms. Sawant. In her unswerving left-socialist politics, she now faces a [recall petition](#) in Seattle in [Dec. 2021](#) for her consistently outspoken advocacy of environmental, social and economic justice issues. Naomi Klein is in full and unqualified solidarity with Kshama and her outstanding work as a Seattle political activist. Naomi’s talk to Amazon Employees for Climate Justice on Mayday 2020 is available [online](#), a valuable 13-min. video on the pandemic. She is very strong on workers’ rights, protection and solidarity. You can also listen to the [8 May 2020 podcast](#) ‘Change Everything Ep. 7: Naomi Klein, Coronavirus Capitalism, and a People’s Bailout Now!’ Its transcript is an enlightening read at [The Leap](#), co-founded by Naomi (2015-2021); numerous articles worth exploring

### **The core role of geographic knowledge in eco-pedagogy**

Naomi Klein has joined (from Sept. 2021) the faculty of the Dept. of Geography at the University of British Columbia as the >Faculty of Arts Chair in Climate Justice<, and she is active in building a Centre for Climate Justice housed within the Department of Geography, [Climate activists Naomi Klein and Avi Lewis join UBC](#). Teachers from a range of school subjects, including English, civics, social studies, should [team up with geography teachers](#) in addressing key aspects of climate transformation in the schools and in their communities. Geography is a subject that directly addresses the climate. We need in a transformative curriculum to stress the importance of what is termed ‘Geo-literacy’ and how to make students [of all ages](#) – and parents, neighbors, politicians (local and in Sofia) – more ‘geo-literate’ *hands-on*. [Environmental education](#) and project-based learning (PBL) is one fresh option. Note too geographer [Prof. David Harvey’s](#) interviews linked below.

## Post-COVID transformation: Looking and imagining beyond

Naomi Klein has co-written and produced a unique [9-min. film](#) about envisioning post-COVID transformation. It can be watched and discussed with students at B2 intermediate level in English and above, and recommended to colleagues. *A Message from the Future II: The Years of Repair*. In preparing to watch and discuss the film, useful is history teacher Tim Swinehart's [article](#) 'Let's Not Ask Our Students to 'Return to Normal''. His reflection begins: 'What are the lessons of the pandemic? In this time of interlocking crises, what aspects of our world are most in need of repair? These are questions I plan to ask more frequently and more urgently as a teacher, especially as we move toward the promise of a COVID-19 vaccine, and the talk of a 'return to normal''. See also this A-1 US site from the Zinn Education Project on [teaching climate justice](#), offering classroom-tested lessons and other useful resources. Yet a black cloud looms in the US in COVID's mayhem: the pandemic 2021 has sparked a [serious shortage of teachers](#) and other school workers, due to a surge in resignations / retirements, a real crisis.

## The Climate Connection series and other eco-resources

The Climate Connection is a ten-part podcast series from the British Council which explores the relationship between the climate crisis and language education: 'Across the ten episodes, we'll hear from a wide range of leading practitioners working in the sector – teachers, trainers, researchers, publishers and authors. We'll travel from Colombia to China, Moldova to Mali, and Palestine to Poland in our quest to share what's happening at the cutting edge of climate action in language education'. Here the first episode '[Taking the Temperature](#)'. Colleagues can readily find further episodes [here](#) and more info about the BC series [here](#).

Read also colleague Liz Granirer's 'Climate Action in Language Education', [EL Gazette](#), July 2021, and combine that with Rachel Bolstad's brief [incisive article](#) 'Harnessing education's power for positive climate action' (August 2021), stressing inter alia 'how educators must act collectively'. What can one person do about global warming? This [article from VOA](#) in simpler English explores that. The latest [alarming report](#) from the Intergovernmental Panel on Climate Change (IPCC) warned in August 2021 that climate change is rapid, widespread, and intensifying, 'code red for humanity'. [UN officials](#) are also deeply concerned by the report. Thousands of scientists warn that [climate tipping points](#) are 'imminent', 'ecocide' looming. Students and colleagues can also be introduced to the [Environmental News Network](#), explore! Also of interest in the pressing sense of Naomi's 'challenge for change' is B. Tokar & T. Gilbertson, *Climate Justice and Community Renewal. Resistance and Grassroots Solutions* ([Routledge 2020](#)). The whole subfield of 'ecolinguistics', exploring the interrelations between languages, societies, and environment, is not touched on specifically in Naomi's book or this article, but is a vital area very relevant to environmental education; see A. Stibbe, *Ecolinguistics* (2021) and the [International Ecolinguistics Association](#), fascinating!

## Direct action, climate mobilizations, XR, Insulate Britain

In Chap. 5 in Naomi Klein's book, there's a section on 'Activists against Big Oil' that also describes protest actions by the group [Extinction Rebellion](#) (XR), as in [Sept. 2021](#); the Sept. 2021 protests by the [militant group Insulate Britain](#) (an

offshoot of XR) halting traffic on the M25 in England are fearless and determined. Insulate Britain shut down the [Dover port](#) and the M25 in late Sept. 2021, leading to mass arrests of protesters: listen to [Craig Scudders](#) explaining why. And Insulate Britain was in direct action [again](#) on 1 Oct. 2021, here [website](#). Burning Pink, [an anti-political party](#), is in [solidarity with IB](#) and also linked to XR. Burning Pink promotes the idea of local [Citizens' Assemblies](#) as a democratic grassroots form of organizing. Roger Hallam, co-founder of XR, [speaks here on video at length](#) (132 min.) on 'Advice to young people as they face annihilation' and the need to engage in effective non-violent civil disobedience aimed at radically changing the world. The video talk, [meant for young people](#), can be combined with Naomi's book as a central text in teaching about climate change and how to confront it through grassroots action. But Hallam also deals more broadly with [direct action](#) as an effective political tool. Roger is a seasoned revolutionary street activist, decades of experience. Listen likewise to Stu, a young XR protester Sept. 2021 in London. He explains why he's active in XR, in a startling brief video showing a [heavy-handed](#) police crackdown on a peaceful protest.

### Fridays for Future

Discuss with students Greta Thunberg's [fiery talk](#) to a huge climate demonstration in Berlin 24 Sept. 2021 – one of the climate protest 'Fridays for Future' (FFF) in [99 countries](#), 1215 cities that same day, the largest such planet-wide climate protest since the pandemic began. The worldwide climate mobilizations 24 Sept. 2021 demanded 'intersectional climate justice' with the hashtag #Uproot the System. There were 449 such climate strike rallies in Germany alone [!] coinciding with that in Berlin, 68 in Sweden, 48 in the UK, 156 in the USA, and one in Bulgaria. Some 110,000 students [in Quebec](#) staged a climate strike, see also [multiple great photos](#) from that mobilization. Listen to the climax of Greta's Berlin [speech](#), share with students: 'People are ready for change. We want change. We demand change. And *we are the change*'. Here a [hunger strike for the climate](#) by young Germans 15 Sept. 2021. Stressing *intersectionality*, the 24 Sept. 2021 strike call noted: '**The climate crisis does not exist in a vacuum.** Other socio-economic crises such as racism, sexism, ableism, class inequality, and more amplify the climate crisis and vice versa. It is not just a single issue, our different struggles and liberations are connected and tied to each other'. Naomi highlights Greta's work throughout her new book, and especially in Chap. 1, 'Kids Take Action'. Naomi Klein interviewed Greta Thunberg and Canadian water activist Autumn Peltier in an [insightful video](#) 20 Sept. 2020.

### Kids taking action

Young activists have now launched [Teach the Teacher](#) – a global campaign to tackle inadequate climate education. Students take over their classrooms to demand [teaching on climate change](#): 'Secondary school children in the UK and around the world will this week become part of a student-led movement demanding that governments introduce integrated, mandatory, and assessed climate education into national curriculums. The Teach the teacher campaign running across 20 countries throughout October sees students from across the globe reverse roles with their teachers and provide lessons with up-to-date climate science which reflects the urgency of the climate crisis'. This must be [centrally encouraged](#) by

all educators, with action *now*. This is a form of ‘bottom-up pedagogy’, teachers learning from their pupils.

On teaching climate justice and environmental issues in ELT, see also my own [article](#) online ‘Implanting Nature’s Voice in ELT Education: An Urgent Imperative’ (2021). You’ll find many useful links there and some ideas for classroom lessons and discussions. An earlier version appeared in the *BETA* (Bulgarian English Teachers’ Association) *E-Newsletter* 41 ([May-June 2019](#), pp. 6-21) and has been expanded here. We hope the *BETA E-Newsletter* will soon be revived in a transformed and reinvigorated e-zine format.

### Critical Pedagogy as a broader transformative frame

I think it is important to position Naomi Klein’s work in the broader dynamic frame of critical social and economic justice pedagogy. To my mind, that is badly needed within reinvigorated dialogue and Continuing Professional Development (CPD) centered on democratic education inside Bulgaria, especially now in COVID’s dark [transformative midst](#), mayhem and ‘new normal’ aftermath to come. In a path-breaking [2011 article](#), Sandlin, O’Malley and Burdick map the complexity of *public pedagogy* scholarship, identifying ‘five primary categories of extant public pedagogy research: (a) citizenship within and beyond schools, (b) popular culture and everyday life, (c) informal institutions and public spaces, (d) dominant cultural discourses, and (e) public intellectualism and social activism’ (p. 338). I wish to suggest that a strong focus on ‘critical public pedagogy’ (CPP) is needed in new educational centers and networking architectures largely outside of (also of course within) formal schools in Bulgaria: researching and transforming various forms, processes, and sites of education & learning occurring beyond formal schooling, including climate-conscious [labor unions](#). Much of what Naomi Klein foregrounds is a form of ‘critical public eco-pedagogy’. Likewise relevant to mark the Freire Centennial Sept. 2021 are two new articles: Peter McLaren, ‘[Paulo Freire at 100](#)’ and Derek Ford, ‘Paulo Freire’s centennial: [Political pedagogy for revolutionary organizations](#)’. That pedagogy must be pursued in the sense of Freire’s ‘reading the world and reading the word’ (1985). As Freire said: ‘Because education is politics, it is never neutral. When we try to be neutral, like Pilate, we support the dominant ideology. Not being neutral, education must be either liberating or domesticating’ (17).

The miniscule Green political grouping [ЗЕЛЕНО ДВИЖЕНИЕ](#) can only grow in Bulgaria and doubtless will, it must. Now is the time. You can also explore two of my own articles online (within [GISIG](#) in IATEFL) on getting students curious about **local Green political parties** and their youth groups where they are, even as a bridge to aspects of radical public eco-pedagogy: an article [2017](#) on galvanizing critical citizenship via exploring Green parties online, a follow-up [2018](#) ‘From ‘Greed to Green’: Towards Hands-on, Placed-based Green Pedagogy in TEFL’. In the German Bundestag elections 26 Sept. 2021, the Greens became the 3<sup>rd</sup>-largest fraction and a ‘coalition [kingmaker](#)’, with 14.8% of the vote. The *Grünen* [garnered 40% of the ‘first vote’](#) in Stuttgart, 29% in parts of Frankfurt and Hamburg, 38% in several districts of Berlin, 30% in Heidelberg, and 24-32% in an array of German cities. The [18-24 age bracket](#) voted 23% Green, the 25-

34 bracket 21% Green. A phenomenal [urban youth Green voter turnout across Germany](#), unsurpassed anywhere on the planet in a national election.

### UN COP26: A watershed moment for the planet?

The UN COP26 in [November 2021](#) will be addressing a core range of climate issues, is it 'too late'? UK PM Boris Johnson [addressed the UN](#) in a notable speech on 22 Sept. 2021, cautioning that the upcoming COP26 in Nov. 2021 Glasgow must be a 'turning point for humanity'. But XR, Insulate Britain, Burning Pink & others are super-critical of Johnson's eco-rhetoric: ponder [this interview](#) with Greta T. and Vanessa Nakate (Uganda) at Youth4Climate Pre-COP Milan 9/29/2021. Watch also the superb keynotes by [Greta](#) and [Vanessa](#), discuss with students. UK PM [Boris Johnson](#) also addressed the Milan Pre-COP gathering. Compare what Greta and Vanessa say with statements by Johnson – and also by Biden's climate change envoy John Kerry [in a 25-min. interview](#) with Sky News; Kerry was quite candid, critical, raising multiple climate justice issues, projecting a transformed capitalist eco-economy. Yet read this [incisive critique](#) of US *military spending* and the MIC massively diverting money from the battle against climate change.

### Political pedagogy through a revolutionary lens

An approach grounded in Marxist analysis that meshes with some of Naomi's perspectives is the eco-justice course by Tina Landis, >Climate Solutions Beyond Capitalism<, a component within [PSL](#) party-internal and public eco-pedagogy, Feb. 2021. It consists of four ca. 80-min. video installments: [Class 1](#) – The problem we face; [Class 2](#) – Real solutions to the crisis; [Class 3](#) – How capitalism is a barrier; [Class 4](#) – Socialism is the answer. Teachers in the PSL have created Reds in Ed, here [their program](#), a paradigm for colleagues elsewhere. Anti\*Capitalist Resistance is a new revolutionary organization in the UK centered on promoting [ecosocialism](#); see also Ecosocialism: [the strategic debate](#). David Klein writes on an [ecosocialist society](#). A new book from A\*CR [online](#) is *System Crash: An Activist Guide to the Coming Democratic Revolution* (2021); Chap. 2 is titled 'Burning Planet', here the excellent [Introduction](#). See likewise this [A\\*CR Critical University conference](#) and its links. And Jonathan Neale's [Fight the Fire](#) (downloadable). On capitalism and climate change, learn from this superb [interview Part 2](#) (26 Sept. 2021) by Chris Hedges with the Marxist geographer [David Harvey](#); see also the Harvey [interview Part 1](#). There's a saying on the left: 'environmentalism without class struggle is just gardening'.

### Critical teacher education for economic, environmental and social justice

In closing, I strongly recommend a good critical read: Prof. Dave Hill's open-access [article](#) 'Marxist public policy principles: schooling and teacher education/training', *Educazione aperta* 9 (2019). It can be combined with a left manifesto co-authored by Dave Hill (*JCEPS* 16/3, 2018) on [critical teacher education](#) for economic, environmental and social justice in the UK – useful in developing fresh departures for transformative democratic education worldwide, and in a self-changing Bulgaria. To enhance input at <https://teacher.bg/>. Naomi Klein would agree with many of Hill's key points, although she avoids the word 'socialist' in her new book. Moreover, also desirable at this mayhem juncture is a fresh critical backlook at the core educational role of [Marxist humanism](#) in socialist Bulgaria

and Yugoslavia as we strive in collegial solidarity to rethink fundamental societal and political transformation – and yes, ‘walk the talk’. In so doing, we need to recall Freire speaking on ‘politicity’ in education ([1985](#), 17-18):

Thus, we have to recognize ourselves as politicians. It does not mean we have the right to *impose* on students our political choice. But we do have the duty not to hide our choice. Students have the right to know what our political dream is. They are then free to accept it, reject it, or modify it. Our task is not to impose our dreams on them, but to challenge them to have their own dreams, to define their choices, not just to uncritically assume them.

In this context, critical public pedagogy, *as Naomi’s work personifies*, is a central challenge. Hill wrote in an [article](#) on the role of Marxist educators against and within neoliberal capitalism:

At the end of the day, or at the end of the week, we have to realize there is only so much we can do within the classroom, within the lecture hall, within the school or college. That we need, to the best of our abilities, and within our commitments to family etc. to work in arenas beyond the school gate, within parties, groups, campaigns, movements, protests, demonstrations, organizations, at local, national, and linking into global movements.

You can consider publishing in the open-access educational policy journal [JCEPS](#) founded by Prof. Hill. It addresses a broad range of approaches/contexts in many countries and teaching ecologies.

In conclusion, watch/share this truly [insightful video interview](#) with Dave Hill by Dr. Alpesh Maisuria in June 2018, Part 3 in a trenchant triad talk online (here [Part 1](#) and [Part 2](#)): clear coherent Marxist vision, people over profit – *system change NOT climate change*. As Marx [stressed](#): ‘Die Philosophen haben die Welt nur verschieden *interpretiert*; es kömmt drauf an, sie zu *verändern*’ (*Thesen über Feuerbach* [1845], 11). Dave ends his interview with a timeless quote from Bertolt Brecht: ‘Those who struggle may fail. Those who do not struggle have already failed’.

### References:

Klein, N. (2021) *How to Change Everything. The Young Human’s Guide to Protecting the Planet and Each Other*. With Rebecca Steffoff. New York: Atheneum Books for Young Readers. Simon & Schuster Children’s Publishing Division.