

Oct 20, 2023- Climate Education/Teacher Education- Teaching Suggestions

Connects with local community: Create a student-led team or club that raises awareness, engages in climate initiatives, and connects with community organizations

Develop an inquiry stance: Pick a species listed as endangered by the IUCN red list and determine how climate change impacts the species vulnerability

Addressing feelings and "climate anxiety" - Sharing circle in the classroom or an anonymous form of sharing. - I feel that addressing mental illness is going to become increasingly more important with the state of the climate and also of the world in general.

Going to rivers/streams and learning/teaching about the conditions required for salmon to thrive in nature and how climate change impacts their development.

Adding agriculture conversations with climate conversations for our future of food production in Canada

Develops an Inquiry Stance: To admit the limits of your own knowledge and be willing to get outside speakers will support students in recognizing their position of less knowledge is acceptable, promoting a greater understanding of the climate and be willing to brainstorm ways they can make a change.

Take students on nature walks. Students do the recycling at our school.

Life Science 11. I talk about the effect of the 5 mass extinctions on evolution, and could start a conversation with the students about how we could prevent another one from occurring due to climate change.

Climate anxiety: I think in the classroom, it would be helpful to discuss in a sharing circle what student's anxieties are about climate change and discuss/brainstorm how we can help combat said anxieties

start small projects with students that talk to sustainability

connecting to community by using resources and supports that work with environmental issues

Develops an Inquiry stance: Raising salmon and releasing them to foster a connection with salmon. Explore how they are being impacted by climate change as they grow, so students have visual interactive experience with climate change education. Going into nature and on the land to release them, exploring their habitat and how it is impacted by climate change.

Daily Calendar activities across grade levels based on level, can focus more on weather science impacts, causation. Graphing, recording temperature/pressure and notes reflect over time. Has been very successful for my students, have been doing for years in elem and high school. Uses Diverse science, can incorp. bio, arch, them, involves students getting up recording info, journaling, smart board if avail, going outside to access data...

Develop an inquiry stance - Measure rainfall amounts and compare to historic data and patterns.

Address 3 Feelings of "climate anxiety" ->An activity investigating the history of extreme weather events, (eg. the flood of 1988 in the Fraser valley). Not to normalize climate change, but to show that these things have happened in the past, however, we are seeing them in a higher frequency. ->We can help by focusing on sustainable living/development/industry.

#4 Polycrisis: Discuss favourite sci-fi stories or films. What makes the good ones?

Some of my coworkers are heading out to Coffee Pot Mountain today with a few guests to learn about the indigenous use of plants out there and how the land has changed over time for indigenous use. The idea is to create a field trip for the students.

Foster transformation and agency: In class and even school actions such as recycling, composting, growing food, figuring out how to use less paper, etc. How do we integrate this for schools that may not have the funding or resources to help with these initiatives? Is this a privilege point?

7. Local Community: One of my coworkers has a science program where he takes students to local streams and wetlands. He has worked with farmers so that the class can take fieldtrips, and they can discuss how to keep the streams living and vibrant. It has fostered an attitude in the school community and in the wider community that economic interests and ecological interests can co-exist peacefully.

pick a topic of own choice; 3 days in library to work on presentation; present to class

Your Teaching and Learning Ideas

- ### Climate change educators ...
1. Invoke indigenous knowledge
 2. Include diverse science
 3. Address feelings and "climate anxiety"
 4. Promote awareness of the "polycrisis"
 5. Develop an inquiry stance
 6. Foster transformation and agency
 7. Connect with local community

Visioning: Create short stories about the future

Example: Invoke indigenous knowledge (#1): ask local community knowledge holders how salmon populations have changed over time

these series of interconnected and interacting threats—climate change and ecological disasters, rising economic inequality and political polarization, violent conflicts are increasing around the world. We are seeing resource scarcity creating war and famine throughout the world and these conflicts will be an ever increasing issue as our planet's resources become more valuable and less equitable. Using cross curricular lesson plans from math to SS, ELA, and foods will grant students a more diverse understanding of the connections

Fostering transformation and agency: As a teacher, we are well equipped to help students achieve agency with climate change. We can connect students with resources and give examples of how others have helped address climate change. I can imagine having a library/computer lab time where we do research on how others have addressed climate change and then come up with our own ways as a group in a sharing circle.

Addressing feelings of anxiety: Integrating lessons of how to deal with stress and anxiety with what we can do personally to help out. Yoga, breathing exercises, writing, drawing, and the importance of taking time that you need to process

Discuss values: Role playing in the classroom: e.g. a new pandemic

Invoke indigenous knowledge & connect with local community: Collaboration and relationship building with local resources to develop understanding of food/resource consumption and the concept of resource depletion. Involve students in each step of this to develop awareness of impact. Example: harvesting soap berries and sharing a meal as a group to recognize resources & energy used.

Inviting an elder into the classroom to discuss the differences of how the land used to be treated, compared to today.

Develop student groups that lead the school in possible actions

Address feelings and "Climate Anxiety": Focus on the things you can do with your class as a whole and put it into your classroom routine. Incorporate it into different classes and focus on positive things.

#6 Transformation to a Great Transition (Paul Raskin) to a more secure, sustainable future

#2 diverse science: Paint future scenarios and explain how they work scientifically

Local community: Research industries within community which can be impacted, connect with local innovators and establish relationships within the school system.

#6&7 Finding solutions: Discuss reusing, rethinking, repurposing, reducing, recycling, refusing, repairing, ...

Hello! I think fostering an inquiry stance is one of the greatest responsibilities I have as a science teacher. Students should leave high school being able to question the world around them. Curious and engaged citizens are necessary to address the Climate Crisis. Activities and projects in science classes can help foster inquiry skills in students. Sarah Flisikowski ❤️

Starting conversations of the relation of climate change to our everyday lives. Example: Flooding caused a food shortage.

Create plans, within the school, that provide a visual learning experience for the students

Develop/assign projects that invoke actionable steps, where learners can experience what it feels like to take steps towards being a responsible global citizen

Include diverse science: not just discussing Western ideas of science, but local knowledge from the Indigenous community, how it was/is used, showing students what this looked/looks like with visual representations

Connect with local community: Visit local hatcheries (Spruce City Wildlife Association) and learn about salmon populations and participate in hatchery releases

Develop an inquiry stance: Sharing perspectives around fires and the lumber industry case studies. Perhaps a carousel method to introduce a large array of sources and gives opportunity for students to share ideas. Use journals entries for students to record their feelings after we discuss each perspective. Some sort of exploration on the regeneration of tree and how that works.

Address feelings and "climate anxiety" : Educate about the larger societal/systematic issues, but more importantly recommending/ introducing small actions that individuals can tackle. Try to encourage small acts of advocacy rather than leaving students feeling powerless or overwhelmed.

It is important to create local connections within our communities to increase awareness of climate change. Most of our students will retain the information better if there is a personal connection. Bringing in indigenous knowledge holders or other community members to present climate change examples that they have experienced in their life will have larger impact than online resources. Personal connection to place!

