



Interpreting Climate Change: Engaging Through Pedagogy

CETE WORKSHOP 1 IN THE FALL 2023 / SPRING 2024 SERIES

Partners/Design Team





Land Acknowledgment: People, Place and Land

Traditional Territory Acknowledgement

Since time immemorial, Indigenous peoples have walked gently on the diverse traditional territories where the University of Northern British Columbia community is grateful to live, work, learn, and play. We are committed to building and nurturing relationships with Indigenous peoples, we acknowledge their traditional lands, and we thank them for their hospitality.

The **Prince George campus** is situated on the unceded traditional territory of the Lheidli T'enneh First Nation, part of the Dakelh (Carrier) peoples' territory.



The **South-Central campus** in Quesnel is situated on the unceded traditional territories of the Lhtako Dene Nation, Nazko First Nation, Lhoosk'uz Dené Nation, and ?Esdilagh First Nation (formerly Alexandria Band). Lhtako, Nazko, and Lhoosk'uz are on traditional Dakelh territory, and ?Esdilagh is a member of the Tsilhqot'in Nation.

The **Northwest campus** in Terrace is situated on the unceded traditional Ts'msyen (Tsimshian) territory of the Kitsumkalum and Kitselas First Nation. It includes a satellite campus in the coastal community of Prince Rupert, situated on the unceded traditional Tsimshian territory of the Lax Kw'alaams Band and Metlakatla First Nation.

Agenda

Where are we going?



- **Part 1 - Sharing** our climate change stories
- **Part 2 - What - Our experiences** with climate change education
- **Part 2 - So, What - Aims** for climate change education: teacher and learner & why the aims matter?
- **Part 3 - Now what?** – homing in on teacher agency



For prior CETE
Workshops,
click QR code

Situating yourself in relation to Climate Change Education

- Personal Experiences/Attitudes:

How have you experienced climate change?

What do you care about/concerns you
about climate change?

- Observations- Impacts in Schools:

What sorts of climate change conversations
are you hearing around school?



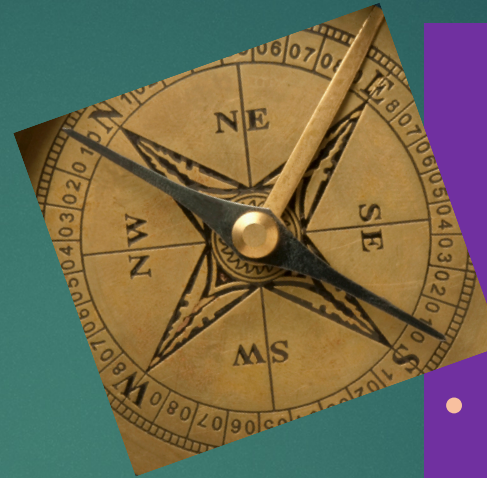
Climate Change Education Attributes: Teachers and Learners



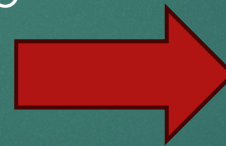
Attributes of Teacher

A climate change educator ...

- ▶ Invokes indigenous knowledge
- ▶ Includes diverse science
- ▶ Addresses feelings and “climate anxiety”
- ▶ Promotes awareness of the “polycrisis”
- ▶ Develops an inquiry stance
- ▶ Fosters transformation and agency
- ▶ Connects with local community



From here



To here

Attributes of Learners

Educator AIMS

Develop a Community of Learners that

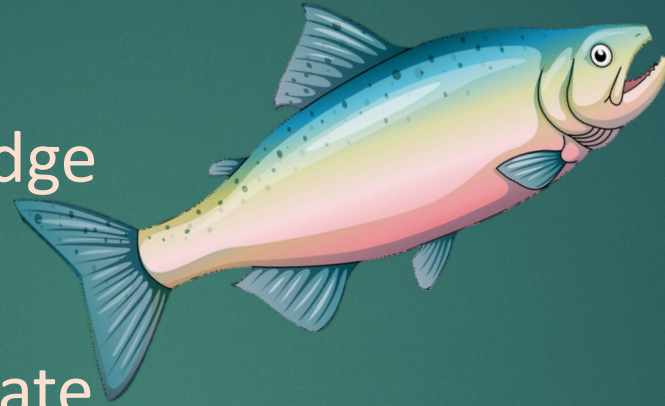
- are resilient
- support holistic security
- reflect on their values
- understand climate justice
- learn from Indigenous practices
- develop crisis solutions

Part 2 Following the : from Climate Change Education aims to teaching & learning

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Climate change educators ...

- ▶ Invoke indigenous knowledge
- ▶ Include diverse science
- ▶ Address feelings and “climate anxiety”
- ▶ Promote awareness of the “polycrisis”
- ▶ Develop an inquiry stance
- ▶ Foster transformation and agency
- ▶ Connect with local community



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

 Your teaching/learning ideas?

Share in Mind Map-
....see link in chat

Climate Change Education: Why does this matter?

SO WHAT?



Attributes of Learners

Educator AIMS

Develop a Community of Learners that

- are resilient
- support holistic security
- reflect on their values
- understand climate justice
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Part 3 – Now What?: Entering the wheel ...K-12

The “**Wheel**” illustrates
experiences of climate
change

Example: salmon



Part 3 : Now what?

Take away ...

**Take what you've
“created” in this workshop
and bring it to a classroom**

Invitation:

If you wish....

***Record your observations of
what happened in the
classroom and bring to the next
CETE workshop***



Questions? Suggestions?

Mussicho!



- ▶ Specific climate change education topics
- ▶ Gaps in the BC curriculum and climate change education
- ▶ Lesson planning and climate change education
- ▶ Motivating learners and climate change education
- ▶ Considering learner values and climate change education
- ▶ Dealing with feelings (anxiety, apathy, denialism, fatalism, false optimism) around climate change



Contact
Info
&
more...

Next Workshop – November 24, 2023

