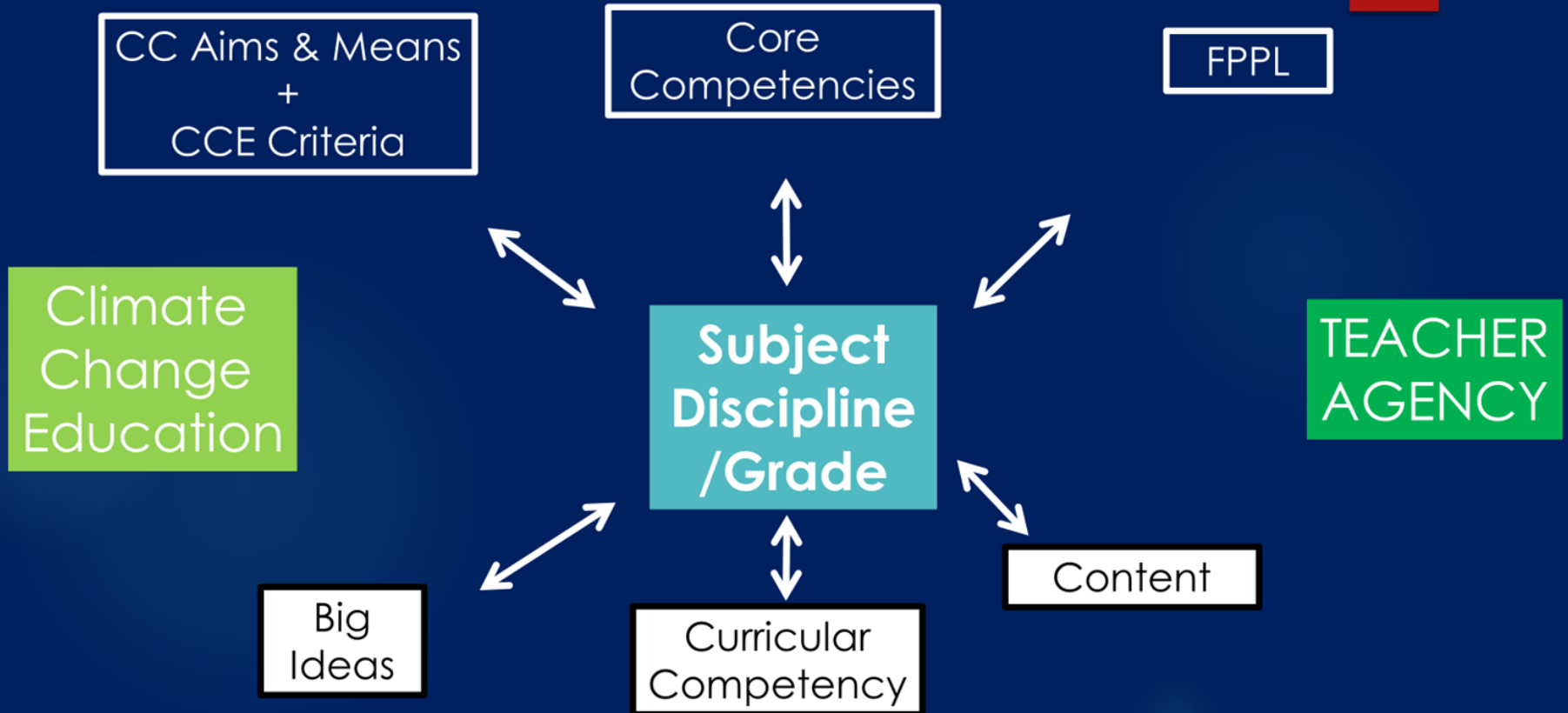


CETE Template: Unit and Lesson Planning



Climate Change: **Aims** & **Means**

Develop Community that...

AIMS

- is resilient
- supports holistic security
- reflects on their values
- understands climate justice
- learns from Indigenous practices
- develops crisis solutions

MEANS

- Considers other concepts of 'progress'
- Develops an ecocentric/
environmental ethic
- Practices collaboratively
- Explores common visions for the future
- Promotes inquiry learning
- Reduces resource dependency
- Increases local sustainability

Considering Agency: Competency-Motivation-Freedom

Climate Change Educator Criteria

1. Decolonizes and Indigenizes
2. Includes diverse scientific and northern BC perspectives
3. Addresses feelings and “climate anxiety”
4. Invites critical awareness of the “polycrisis”
5. Develops inquiry stance- interdisciplinary/thematic/interconnections
6. Fosters agency to transform
7. Supports/integrates and is supported by local priorities/community members

Considering Agency:

- Competency
- Motivation
- Freedom

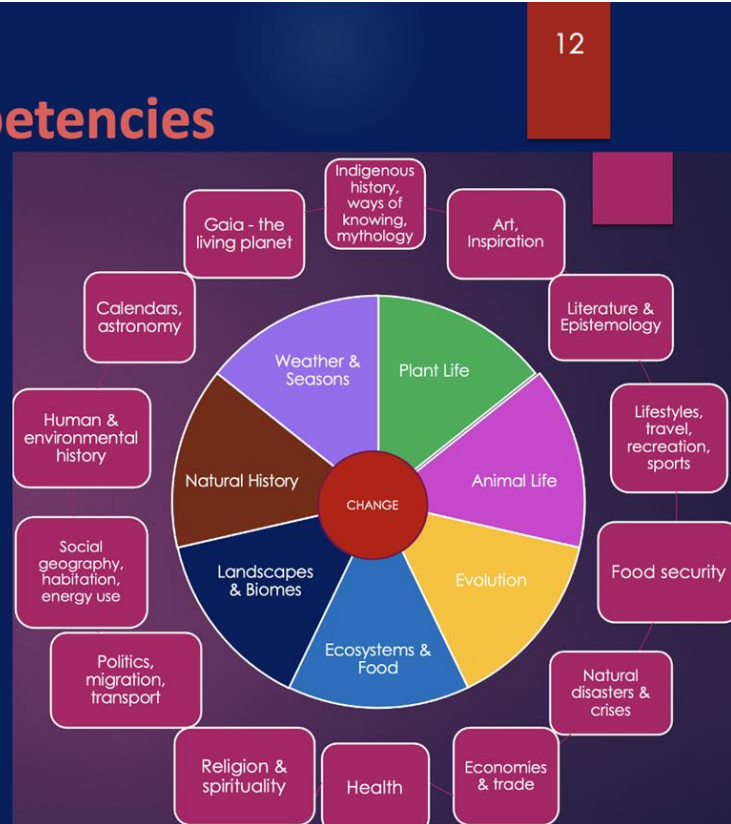
Using BC's Curriculum, co-create a CCE lesson plan

CETE Y2 WS#3- Jan 29, 2024

Breakout Activity:

Wheel to curricular competencies

1. Select subject / grade
2. Choose a field of experience- outer wheel OR a topic- inner wheel.
3. Access the curriculum page
4. Identify one or two relevant Big Ideas; Curricular Competencies and Content.
5. Discuss relevance of reach in relation to: the Wheel; CCE Aims and Means; CCE Criteria; Core Competencies; FPPL.
6. Consider **Teacher Agency**



Breakout Group 1

Subject: Science 1 + ADST → Things necessary for plant life and growth.

ADST idea: Make a container to suit plant's growth needs the best. What happens if the seed gets too much of something?

FPPL: generational roles and responsibilities

Aim: Supports holistic security {gr 1 speak: how we can work as a community to take care of the planet} → We need to play our parts, not just pointing fingers. (Take collective responsibility) Community is not just people, but includes the plants and animals around us.

Means: increase local sustainability. Explore common visions of the future {being a good ancestor and looking at what it means to be connected to everything}

Values: looking at what we can leave behind for others to enjoy.

Lesson: flooding plants with too much water.

Followup: Effects on bees if the plants are damaged - "What would you do if all the grocery stores are gone? Because that's what's happening to the bees" - Make bee houses?

Breakout Group 2

Big Idea: Human practices affect the sustainability of ecosystems

Subject: Human Actions and their impact on ecosystem integrity

Grade: Environmental Science 11

Core C: Social Awareness and responsibility

Curricular C: **Processing and analyzing data and information** - Experience and interpret the local environment

Wheel: Landscapes & Biomes - Human & Environmental History

Lesson plan ideas(in relation to [Climate Action | City of Kamloops](#)):

- Bring in ecologist/specialist to talk about invasive species, etc.
- Transforming eco-anxiety into eco-activism (e.g., range from personal to community)
- Make a tiktok (to tie climate education to their interests) and add them as a project to spots along a nature trail
- Natural journalling

Breakout Group 3

Focus on Grade 7 Science with inclusion of Social Studies and ELA and maybe some PHE
Big Idea: Earth and its climate have changed over geological time.
Curricular Competency: almost all of them can be at play
Content: evidence of climate change – change in climate affects over geological time and the recent impacts of humans; examination of physical records; local First Peoples knowledge of climate change

Ideas:

- Build pop bottle greenhouses - internet has many of these kid-friendly hands-on demos (ADST/Science)
- Do individual environmental or carbon footprint tests
- Station activity (near the beginning) with case studies of climate change hotspots around the world (Science focus)
- Station activity (near the middle or end) with more case studies (could be the same locations) emphasizing social impact of climate change (Humanities focus)
- Alternately, the stations could be set up as a “Tangibles” activity (e.g. cards), with different case studies represented source by source. Students get a set of cards (could be same or different than the other groups) and have to make decisions about where, when, etc, as well as cause & consequence (Science) and connections to social impacts (SS)
- Discuss eco-anxiety and personal/social responsibility
- Inquiry into connection between decline of Mesopotamia and environmental change
- Neighbourhood exploration and “Climate Resiliency Inventory” – what will the impact of Climate Change be in our community? (PHE/SS)
- Letter-writing or podcasts – students take on a viewpoint, collect information and form fact-based opinion statements, and choose a means of communicating their viewpoint with an audience (Science/SS/ELA)
- Mock climate conference - student role play gov’t and stakeholders and debate an action to be taken locally to mitigate or adapt to climate change (ELA/SS)
- Curate some short, useful, and grade-appropriate videos to show at key points
- Get Dr Joseph Shea or someone else from UNBC to talk to the class about climate change.

Climate Change Aim: Make connections between individual, community, and global impacts of our actions; Means: emphasize personal and social responsibility as the beginning and end of each lesson; Criteria: students can articulate how they contribute to climate change at the personal, community, and global level, and to see the different ways to take action, again at the personal, community, and global level.

Breakout Group 4

Wheel Subject: Natural disasters (outer wheel), natural history (inner wheel)

Grade: Science 7 Earth & Climate, Big Idea: Earth and its climate have changed over geological time.

Evidence of changes - changing harvesting dates, competency: Make observations aimed at identifying their own questions about the natural world

Core competencies - critical reflective thinking/ social awareness and responsibility & contributing to community

FPPL - Learning is embedded in memory, history, and story

Content: evidence of climate change over time and the recent impacts of humans - physical records, local First People's knowledge of climate change

Lesson Idea: have story-tellers come in to talk about local water levels from different perspectives: Lheidli T'enneh, industry, salmon hatchery, then students conduct inquiry into water levels based on/starting from what they learned

Curricular Competency: critically reflect on stories to questioning/predicting/making observations e.g. changing water levels, collaboratively plan a range of investigation types

Aims - Supports holistic security, Reflecting on values - brainstorm on effects of changing water levels on fish, transportation

Means - consider other concepts of progress, inquiry learning

Tying lesson into bigger unit/have students work on inquiry