

CETE Workshop #3- January 29, 2024- 1:00-2:30- Zoom

Aims and Means to Lesson Planning Teaching for Climate Action



This handout package has materials to help support you with Workshop #3 breakout groups

We will refer you to the pages during the workshop




You can find more Climate Change Education materials here:

<https://www2.unbc.ca/education/climate-education-teacher-education>

There are also sample lessons and links to LSF Climate Change Education resource bank.

For Breakout Session #1:

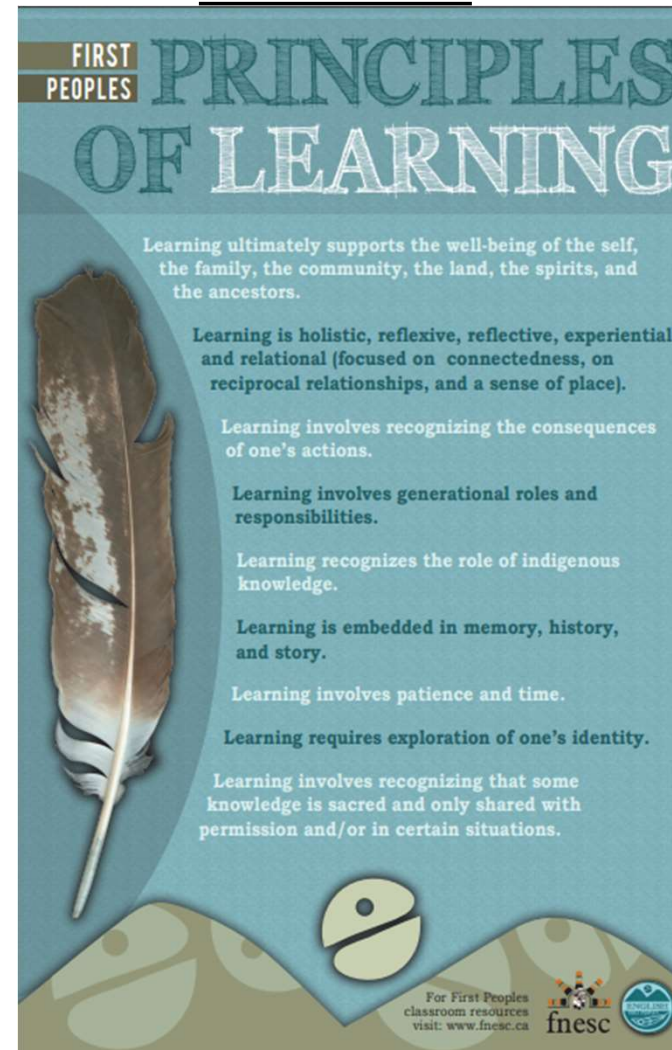
BC MoE Aims

Core Competencies   

C	Communication <ul style="list-style-type: none">• Connecting and engaging with others• Focusing on intent and purpose• Acquiring and presenting information
C	Collaborating <ul style="list-style-type: none">• Working collectively• Supporting group interactions• Determining common purposes
T	Creative Thinking <ul style="list-style-type: none">• Creating and innovating• Generating and incubating• Evaluating and developing
T	Critical & Reflective Thinking <ul style="list-style-type: none">• Analyzing and critiquing• Questioning and investigating• Designing and developing• Reflecting and assessing
PS	Personal Awareness & Responsibility <ul style="list-style-type: none">• Self-advocating• Self-regulating• Well-being
PS	Positive Personal & Cultural Identity <ul style="list-style-type: none">• Understanding relationships and cultural contexts• Recognizing personal values and choices• Identifying personal strengths and abilities
PS	Social Awareness & Responsibility <ul style="list-style-type: none">• Building relationships• Contributing to community and caring for the environment• Resolving problems• Valuing diversity

<https://education.library.ubc.ca/blog/featured-resources-updated-core-competencies-in-the-bc-curriculum/>

FNESC Aims:



FIRST PEOPLES PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples classroom resources visit: www.fnesc.ca

fnesc

The Wheel



Can be used by students to think about climate change.

Can be used by teachers to design curriculum.

Connections can be made from the outside in or from the inside out.

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

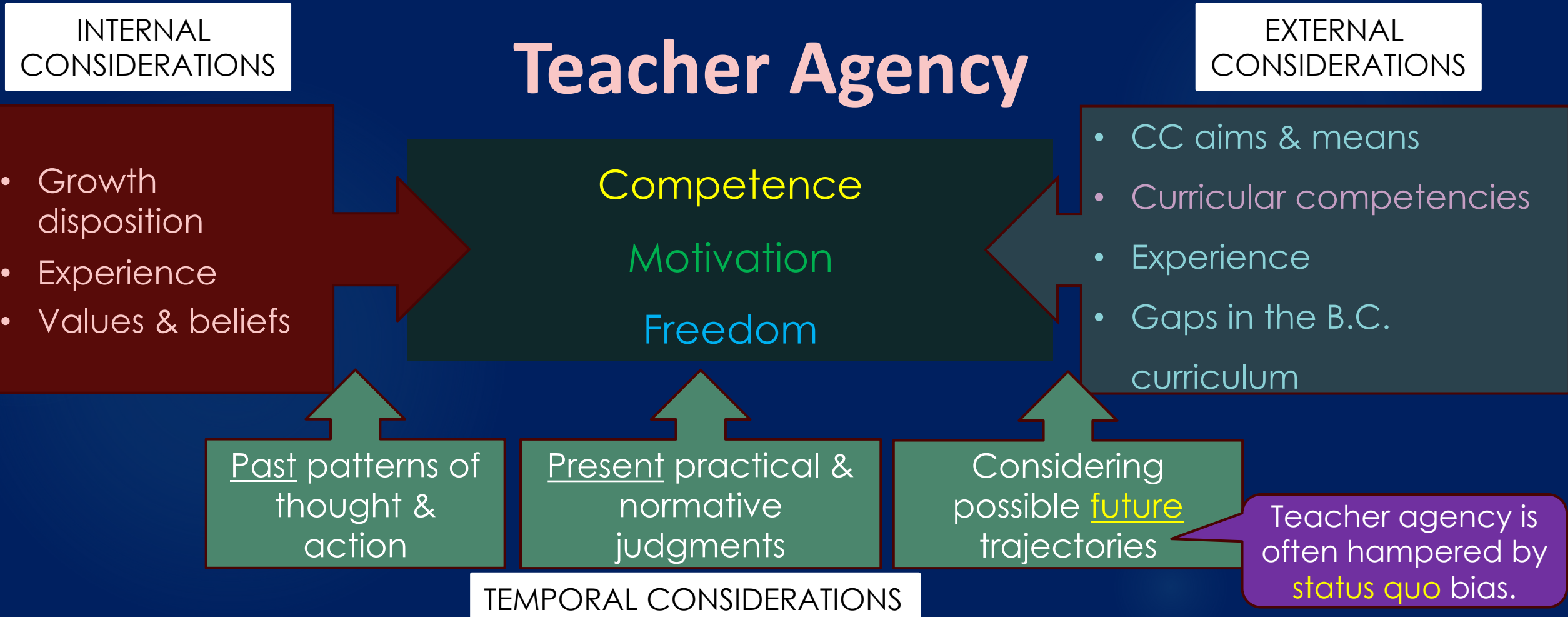
Considering Agency:

- Competency
- Motivation
- Freedom

Part 2 – What is agency?

Why is agency important?
How to develop agency?

Agency = competence + motivation + freedom



INTERNAL CONSIDERATIONS

- Growth disposition
- Experience
- Values & beliefs

Teacher Agency

Competence
Motivation
Freedom

EXTERNAL CONSIDERATIONS

- CC aims & means
- Curricular competencies
- Experience
- Gaps in the B.C. curriculum

Past patterns of thought & action

Present practical & normative judgments

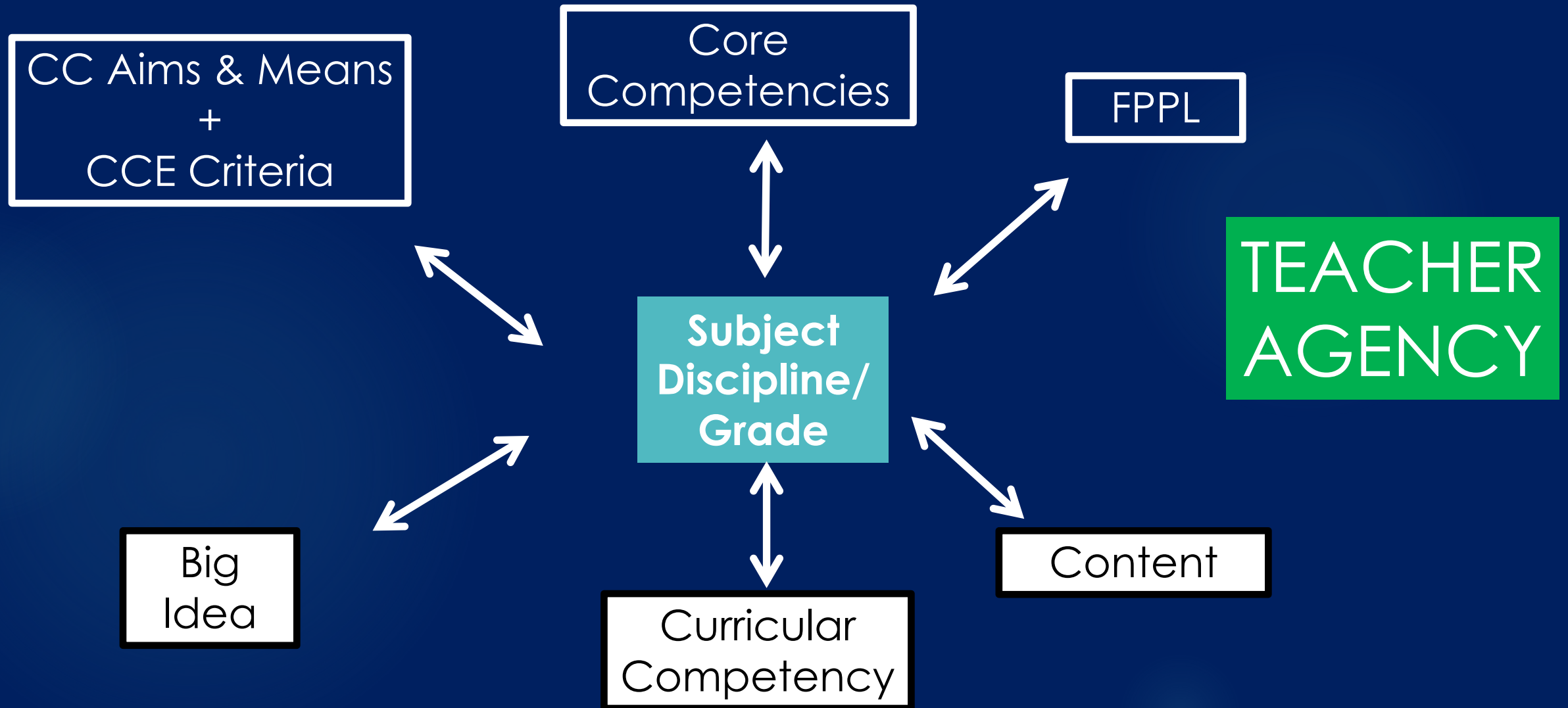
Considering possible future trajectories

TEMPORAL CONSIDERATIONS

Teacher agency is often hampered by status quo bias.

Sample Flow: from Macro to Micro

15



BIG IDEAS

An artist's intention transforms **materials** into art.

Traditions, perspectives, worldviews, and stories are shared through **aesthetic experiences**.

Growth as an artist requires time, patience, and reflection.

The creation of visual art relies on the interplay of the mind and body.

Visual arts offer unique ways of exploring our identity and sense of belonging.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none"> • Create artistic works using sensory inspiration, imagination, and inquiry • Explore artistic possibilities and take creative risks • Create artistic works with an audience in mind • Express meaning, intent, and emotion through visual art • Develop and refine artistic skills in a variety of styles and movements • Demonstrate safe and responsible use of materials, tools, and work space <p>Reason and reflect</p> <ul style="list-style-type: none"> • Describe and analyze how artists use materials, technologies, processes, and environments in art making • Recognize and evaluate design choices in artistic creations • Develop personal answers to aesthetic questions • Reflect on the influences of a variety of contexts on artistic works <p>Communicate and document</p> <ul style="list-style-type: none"> • Document, share, and appreciate works of art in a variety of contexts • Demonstrate respect for self, others, and place • Communicate ideas through art making • Communicate and respond to social and environmental issues through visual art 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • elements of visual art • principles of design • image development strategies • materials, techniques, and technologies • creative processes • use of symbols and metaphors to represent ideas and perspectives • role of the artist and audience • influence of visual culture on self-perception and identity • traditional and contemporary First Peoples worldviews, stories, and history as expressed through visual arts • role of visual art in social justice issues • contributions of traditional, innovative, and inter-cultural artists • ethics of cultural appropriation and plagiarism

Learning Standards (continued)

Curricular Competencies	Content
<p>Connect and expand</p> <ul style="list-style-type: none"> • Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge through artistic works • Create artistic works that demonstrate personal, cultural, and historical contexts 	



R4R

Resources
for Rethinking

Ressources
pour repenser



Resources for Rethinking

www.r4r.ca

- Free online database
- 100,000 visitors per year
- 1,202 Eng and 586 French high-quality, teacher-reviewed, curriculum-matched resources
- Lesson plans, videos, children's literature, outdoor activities and apps/games on issues related to sustainability

Resources

You are currently searching within:

Subject: Science x Grade: Grade 9 x Province: British Columbia x

Curriculum Unit: Science 9: The biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them. x

Clear All

1 - 20 of 60 Results

1 2 3

Next >

A Teacher's Guide for the Video Sila Alangotok - Inuit Observations on Climate Change

Sila Alangotok- Inuit Observations on Climate Change is a teacher's guide to the video of the same name that chronicles the work of Canadian researchers who spent a year in Sach's Harbour learning about the effects of climate change from the...

Full curriculum match Available for download

Options for refining search

Province/territory:

British Columbia

By grade

Close ▲

- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

Clear Grade

By subject

Close ▲



Learning for a
Sustainable Future

LSF @LSF_LST

Climatelearning.ca Resources

Climate Learning
Empowering the Youngest Learners in a Warming World

A K-2 Climate Change Inquiry Guide

A Project of Learning for a Sustainable Future
Contributors: Janice Haines, Nathalie Loubault and Deborah Miller

CLIMATELEARNING.CA

A project of Learning for a Sustainable Future LSF
Supported by Natural Resources Canada's Building Regional Adaptation Capacity and Excellence (BRACE) Program
Resources naturelles Canada / Natural Resources Canada

K-2 Guide

Climate Learning
Empowering Young Learners in a Warming World

A 3-6 Climate Change Inquiry Guide

A Project of Learning for a Sustainable Future
Contributors: Judy Halpern, Lynn Bristol and Deborah Miller

CLIMATELEARNING.CA

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3-6 Guide

LEARNING FOR A SUSTAINABLE FUTURE

EMPOWERING LEARNERS IN A WARMING WORLD

A Climate Change Inquiry Guide for Grade 7-12 Educators

Written by Dr. Ellen Field, Jennifer Stevers and Dr. Karen Acton

Learning for a Sustainable Future LSF with support from the co-opérateurs A Better Place For You

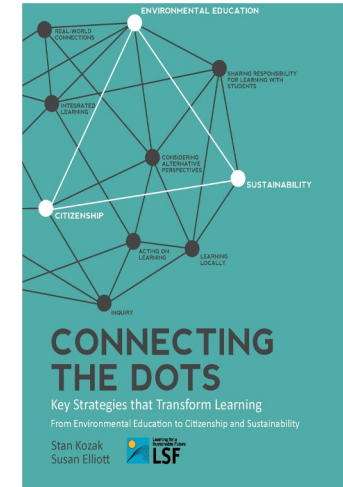
7-12 Guide

<https://climatelearning.ca/>

Connecting the Dots

<https://lsf-lst.ca/resources/connecting-the-dots/>

LSF's main teaching resource exploring 7 interrelated strategies for environmental education, citizenship and sustainability.



Learning Inside Out - <https://lsf-lst.ca/resources/learning-inside-out/>

Learning Inside Out provides weekly emails with easy to use, hands-on activities, connected to curriculum and linked to the Sustainable Development Goals, that teachers and parents can do with their children at school and at home.



R4R

**Learning
Inside Out**

A Project of LSF



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