



# Aims and Means to Lesson Planning

## Teaching for Climate Action

CETE WORKSHOP Y2 #3, WINTER 2024

Friday January 29, 2024

1:00-2:30 PM ZOOM

Partners/Design Team



# Land Acknowledgment: People, Place and Land

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## **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

*“Aims and Means  
guide lesson planning”*



- **Part 1** – Follow up from WS#2
- **Part 2** – *Teaching for climate action with Agency – Choices, Priorities, & Values*
- **Part 3** – *CCE Lesson Planning: Bringing it all together*
- **Part 4** - Take-aways



For prior CETE  
Workshops,  
click QR code

# Part 1 - Workshop 2 follow up

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## In WS2, we addressed:

- Integrating CCE across the B.C. curriculum

- Gaps in curriculum

- Aims/Means/Criteria/  
Core Comps/FPPL

- ▶ Participant input: Requested topics
- ▶ Collaborated: collective concept map
- ▶ “Homework” from WS#2:  
What have you observed in schools?



## Part 2 - *Teaching for climate action with Agency* – Choices, Priorities, & Values/Beliefs

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Intentionality via **Agency**

**Today, we will discuss:**

- Lesson planning for Climate Change Education (CCE)
- Interpreting agency
- Using agency to lesson plan
- Considering values in planning- learners/teacher/ community
- Motivating learners, colleagues, and community

# Part 2 – What is agency?

Why is agency important?

How to develop agency?

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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.

# 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

# Example: from Wheel to curricular competencies

1. Select subject
2. Choose a field of experience-  
outer wheel OR a topic- inner wheel.
3. Access grade level/ subject in the B.C. curriculum
4. **Agency:** Select and prioritise among the curricular & content competencies, considering the CC aims & means, Criteria, Core Comps and FPPL



## Art Studio 10

Background Information ▾ Change Grade ▾

Download ▾

### Core Competencies

Communication ▾ Thinking ▾ Personal and Social ▾

### Big Ideas

An artist's intention transforms <a href="#">materials</a> into art.	Traditions, perspectives, worldviews, and stories are shared through <a href="#">aesthetic experiences</a> .	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.
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### Curricular Competency

Learning Standards

Elaborations +

Students are expected to be able to do the following:

#### Explore and create

- ◆ 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

#### Reason and reflect

- ◆ 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

#### Communicate and document

- ◆ [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

#### Connect and expand

- ◆ 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

### Content

Learning Standards

Elaborations +

Students are expected to know the following:

- ◆ [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

What might be a Content?

# Example: Art Studio 10

## Consideration:

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1. I am teaching Art 10 and would like to connect it to climate change
2. Art can be any visual representation of examples how climate change manifests: Changes in landscapes, seasons, ecosystems, animal populations, plants, weather, etc.
3. If learners 'reason and reflect' and 'communicate and document', they might understand how people express experiences of climate change.

Let's practice in breakout groups!

# Breakout Activity: from **Wheel** to **curricular competencies**

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



## Part 2- Breakout Discussion

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- What subject did you choose and why?
- What Big Ideas, Curricular Competencies and Content Competencies did you select and why?
- How did your choices link to: **the Wheel**; **CCE Aims and Means**; **Core Competencies**; **FPPL**?
- What did this exercise say about **Teacher agency** as **competence** + **motivation** + **freedom**?

## Part 3 - CCE Lesson Planning: Bringing it all together!

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### Consider bearing- planning stages from Macro to Micro

**Stage 1** CC Aims & Means; CCE Criteria; the Wheel;  
Core Competencies; First Peoples Principles of Learning

**Stage 2** Teacher Agency; Values/Beliefs; Big Ideas; Curricular  
Competencies; Content

### Review bearing- Art Studio 10- CCE Unit/Lessons

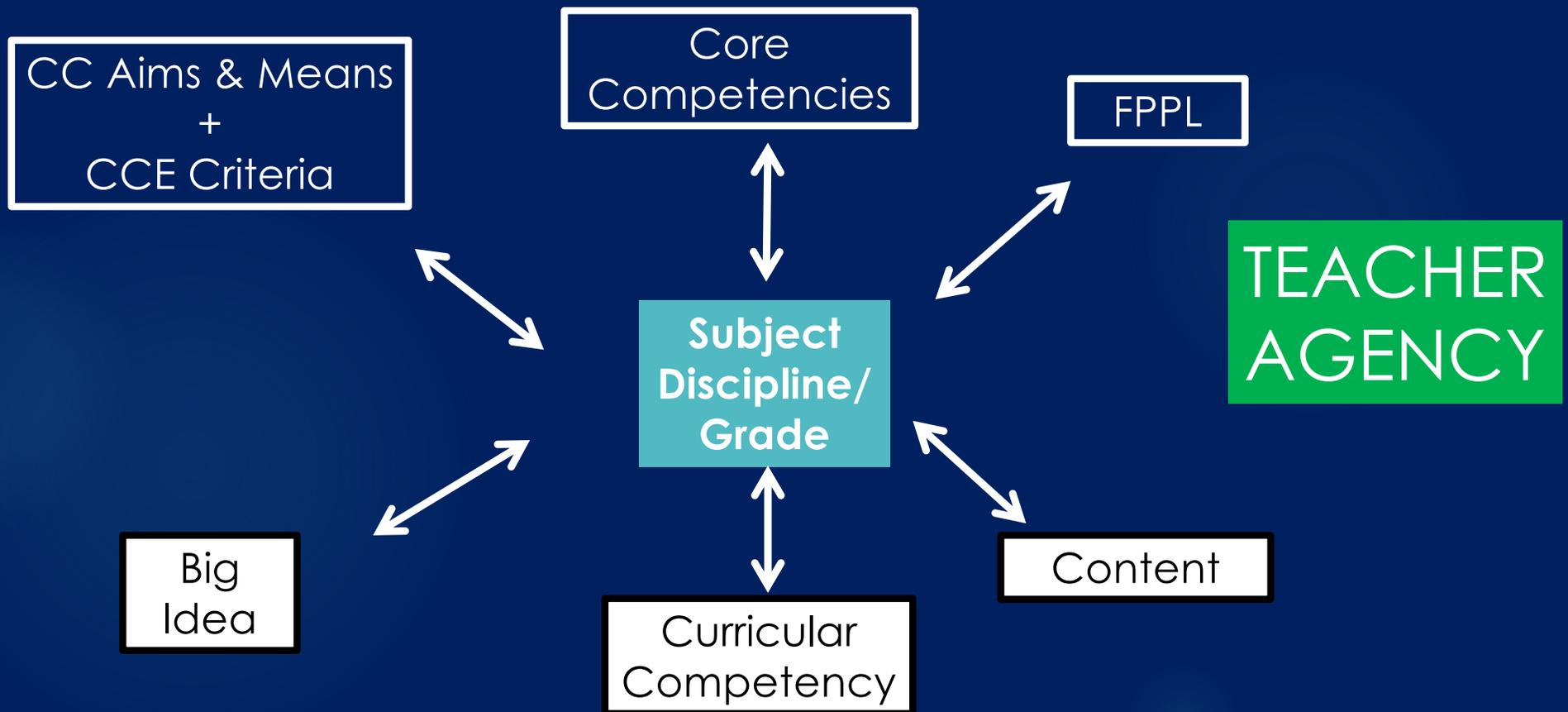
- ❖ Stage 1- How are these included: CC Aims & Means; CCE Criteria; the Wheel;  
Core Competencies; First Peoples Principles of Learning
- ❖ Stage 2- How are these included: Teacher Agency; Values/Beliefs;  
Big Ideas; Curricular Competencies; Content

Agency and  
interpretation



# Sample Flow: from Macro to Micro

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# Sample Lesson Plans

1. Art Studio 10- **Art reflecting climate change**. self-directed project, possibly in pairs. Choose a work of art that reflects climate change. Discuss possible meanings, your personal reactions, and the artist's possible intentions.

2. Science 7- **Whirling, Swirling Air Pollution** from Centre for Science Education (shared by LSF)



Learning for a  
Sustainable Future

**LSF**

**More Sample Lessons available on webpage-URL in chat**



# R4R

Resources  
for Rethinking

Ressources  
pour repenser



## Resources for Rethinking

[www.r4r.ca](http://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

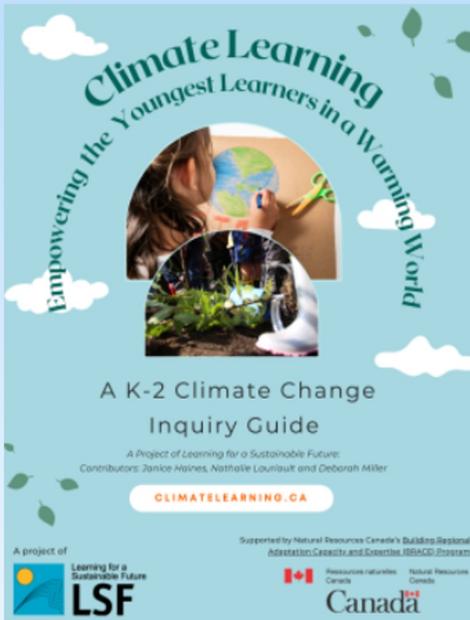
#### By grade

- 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

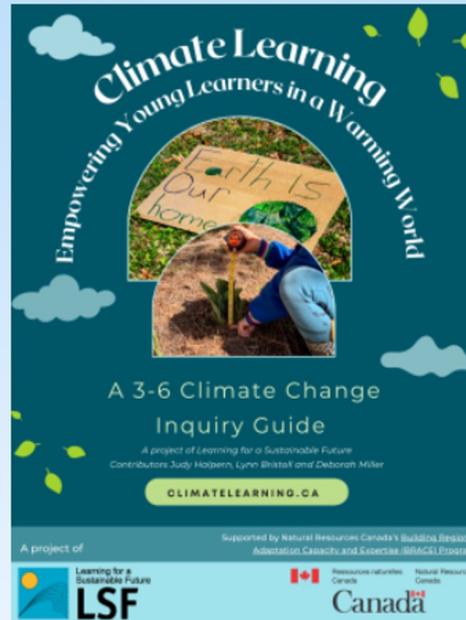
Clear Grade

#### By subject

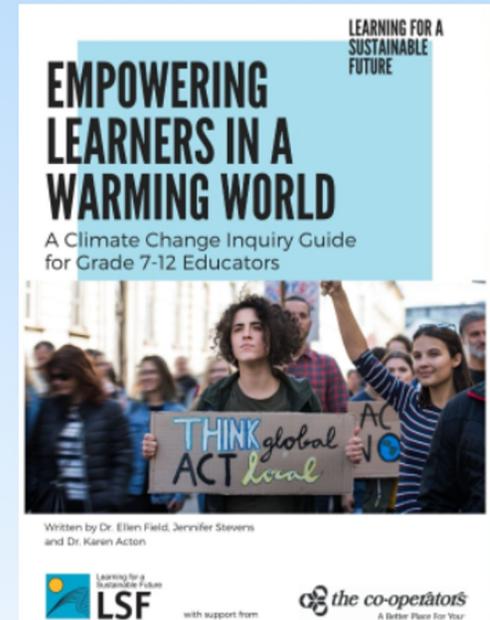
# Climatelearning.ca Resources



K-2 Guide



3-6 Guide



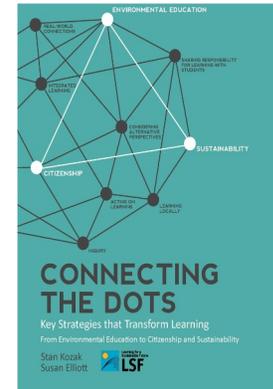
7-12 Guide

<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



@LSF\_LST

# Breakout Activity: Planning your Lesson

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## Steps:

1. Return to **example** from Breakout #1
2. Add ONE **Climate Change Aim** and ONE **Climate Change Means**
3. Add ONE or TWO **Climate Change Education criteria**
4. Add **Core Competency**, as needed
5. Add **FPPL**, as needed
6. Stir all of the above (1-5) into your lesson idea
7. Report your findings, consider Climate Change **value**; **teacher agency**; **creative pedagogy**; and **educational leadership**

What is the  
lesson?

# Reporting: Back from Breakout

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## Lesson Ideas



### Steps:

1. Return to **example** from Breakout # 1
2. Add ONE **climate change aim** and ONE **climate change means**
3. Add ONE or TWO **climate change education criteria**
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6. Stir all of the above (1-5) into your lesson idea
7. Report your findings, consider Climate Change **value**; **teacher agency**; **creative pedagogy**; and **educational leadership**

# Part 4 – Take-aways

**TEACHER AGENCY-  
We are all able**

**Teacher Agency to  
Learner Agency =  
Community Agency**

CETE  
Climate  
Change  
Education  
Criteria

BC  
Curriculum

Competence  
Motivation  
Freedom

Climate  
Change  
Aims  
&  
Means

FPPL

**Call to Action**  
Make a list of CCE  
lesson ideas that  
fit into your  
teaching already

Questions?



# CETE Workshop #4: April 26, 2024

## Inspiring leadership, courage and hope in the face of the climate emergency

- Follow up from WS#3
- Exploring what leadership might mean in climate change education
- Exploring opportunities for the development of leadership qualities in teachers
- Addressing feelings through resilience, relinquishment, restoration, reconciliation



Contact  
Info  
&  
more...

