

CETE Workshop #3 Spring 2025

**2025 Workshop Series**

**Climate Education In Teacher Education**

**Friday, April 25, 2025, 1:15-2:45 PM (Online Version)**

**MISSION-AT-THE-MOMENT:  
COLLABORATIVE CURRICULUM  
ENGAGEMENT & CLIMATE CHANGE  
EDUCATION**



Social Sciences and Humanities  
Research Council of Canada

Conseil de recherches en  
sciences humaines du Canada

Canada



## Land 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.



# Workshop Flow

## Part 1

Values and curriculum

## Part 2

Facing change together: values and curriculum

## Part 3

Blueprinting and curriculum

## Part 4

Collaborative blueprinting

## Part 5

Creating community

# Introduction

## **We are all Works-in-Progress & Emerging**

### **Consider:**

- 1) Being a parent
  - 2) Your class composition year to year  
and moment to moment
- 







# CETE “blueprint”

# **PART 1**

## **Values and Curriculum: What Brought You Here?**





## CETE Value as High-Level Conjectures V 5.0 - Nov 23, 2023

### Climate Change Education will:

1. Incorporate local/Indigenous knowledge and ways of knowing
2. Consider scientific knowledge from diverse perspectives about climate change
3. Acknowledge climate anxiety and develop resilience to address and support climate emotions
4. Understand different beliefs and values about climate change
5. Take an inquiry stance, through pedagogy & inter/disciplinary/thematic approaches
6. Explore pathways to personal and collective action and growth informed by agency, hopefulness, and urgency
7. Provide support to and feel supported by local communities (TC; educators; Indigenous; non-Indigenous)

# Consideration

Soon you will see an image that is intended to provoke feelings/reactions.

As a result, you may feel uncomfortable. We ask that you sit with your feelings and try to identify **ONE VALUE**

You will be invited to share your value with others, if you so wish, through a word cloud.

Please, do what you need to do for self-care.

**We can direct you to supports, reach out**



**When you consider climate change education, what feelings and values emerge from looking at this photo?**

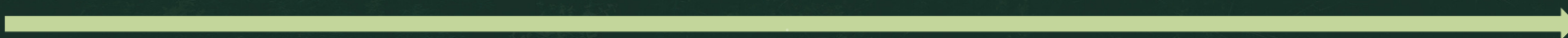


Source: Scientists link 2021 BC floods to human-induced climate change. 2022. UVIC  
<https://www.uvic.ca/news/archive/topics/2022+bc-floods-and-climate-change+news>

## **PART 2**

**Engaging in Climate Change  
Education together:**

**Values guiding Curriculum**





# Participant and CETE Values

- **Power of nature**
  - **Security**
- **Responsibility**
  - **Awareness**
  - **Desire to Act**
- **Ecological vs. Anthropocentric values**
- **Care/Compassion/Kindness**

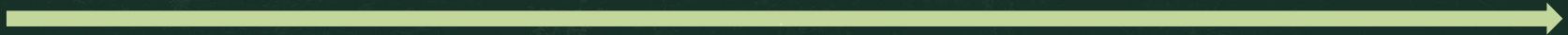
## CETE Values

### Climate Change Educators will:

1. Incorporate local/Indigenous knowledge and ways of knowing
2. Consider scientific knowledge from diverse perspectives about climate change
3. Acknowledge climate anxiety and develop resilience to address and support climate emotions
4. Understand different beliefs and values about climate change
5. Take an inquiry stance, through pedagogy & inter/disciplinary/thematic approaches
6. Explore pathways to personal and collective action and growth informed by agency, hopefulness, and urgency
7. Provide support to and feel supported by local communities (TC; educators; Indigenous; non-Indigenous)

# **PART 3**

## **Context Responsive Blueprint & Curriculum Development**





Institute for Environmental Learning's (IEL) framework for Environmental Learning in BC is an inquiry guide that aligns with the Ministry of Education curriculum



Learning for a Sustainable Future- a compilation of online resources for teachers that align with the provincial curriculum



UN SUSTAINABLE DEVELOPMENT GOALS
REVIEW PROCESS
TAKE ACTION
FUNDING
PROFESSIONAL DEVELOPMENT
A project of LSF

## Climate Change Resources for Teachers

Secondary, Elementary, Middle

**Description**

Learning for a Sustainable Future has compiled a comprehensive collection of lesson plans, books, outdoor activities, and videos on climate change. This Compendium of Climate Change Resources connects teachers to excellent resources from various sources that will help facilitate classroom lessons on the serious issues involved in climate change. Each suggested resource has been teacher-reviewed and can be accessed in our Resources for Rethinking database.

Climate change resources on R4R focus primarily on grades seven to twelve. Although LSF believes climate change is an important issue to be taught at all ages, students younger than grade seven may not have the developmental readiness to confront the full complexity of the problem. Our climate change resources for grades K-6 focus on the "building blocks" of climate literacy, helping teachers introduce students to foundational concepts, including weather, seasons, energy, habitats and responsible citizenship. These resources can foster a strong, positive connection with the natural world and serve as a sound basis for increasing students' understanding of issues related to climate change.

NEW SEARCH

Get this resource

This resource is available directly or for download on the publisher's website. Please follow the directions on the website to access the resource.

**RESOURCE INFORMATION**

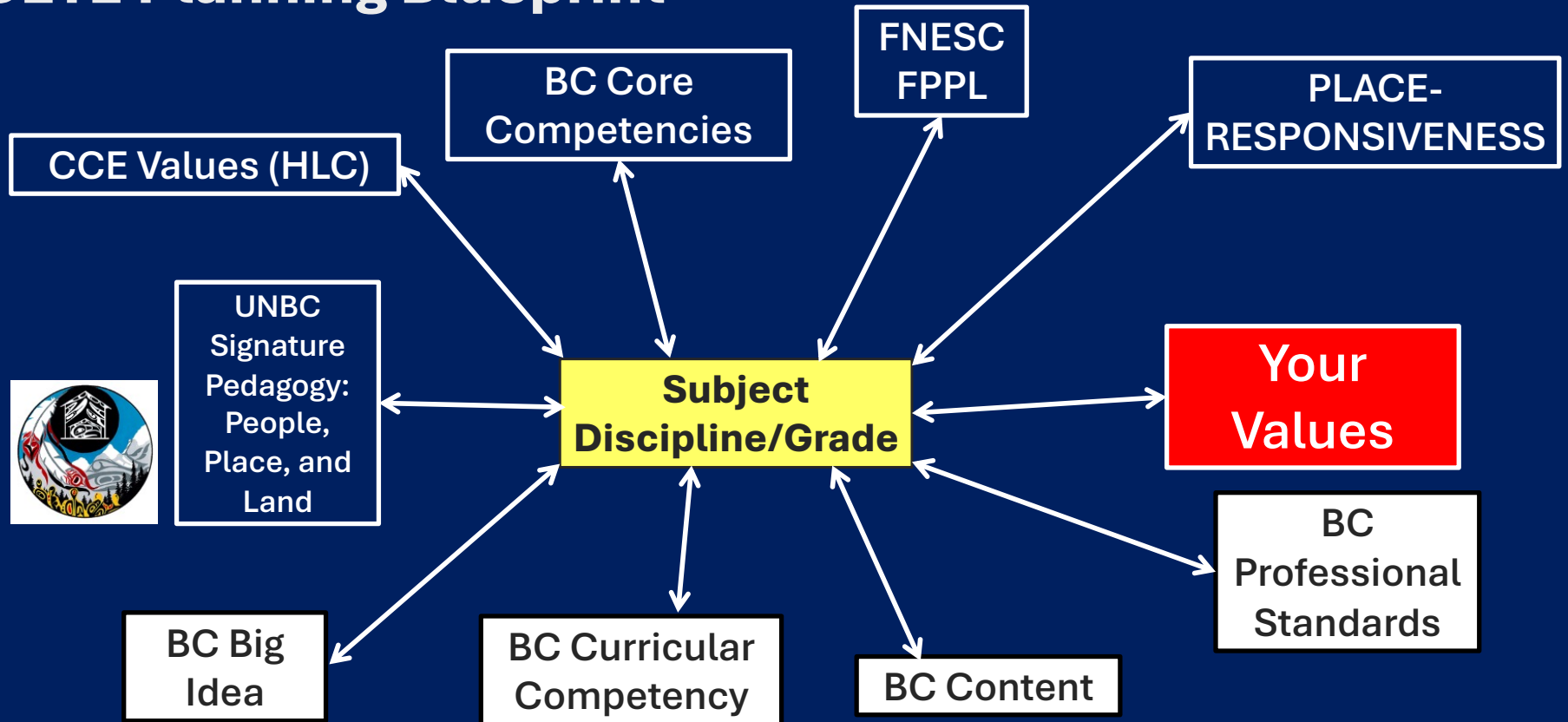
**Resource Publisher:**  
[Learning for a Sustainable Future](#)  
[\(View other resources\)](#)

**Year Published:**  
2024

**Available languages:**  
English and French

**Search: Climate Change Resources for Teaches -LSF**

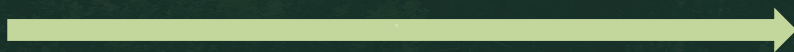
# CETE Planning Blueprint





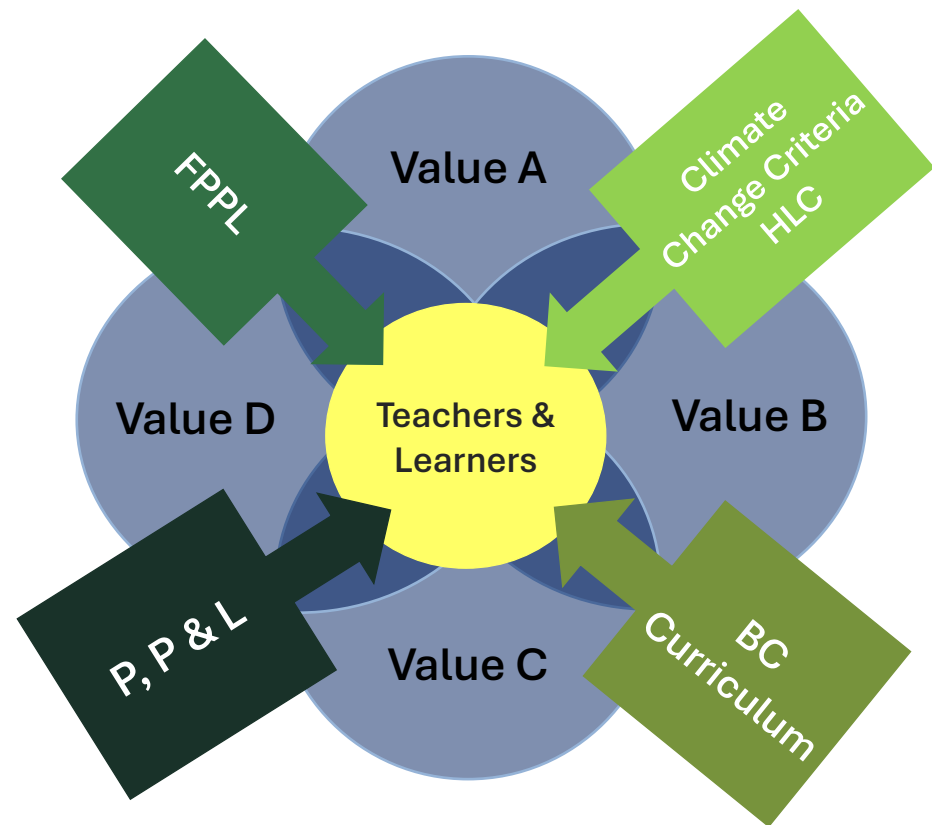
## PART 4

# Collaborative Blueprinting





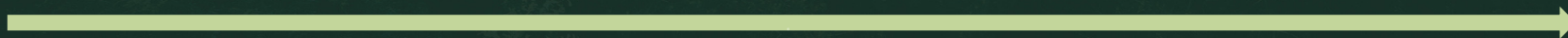
# Blueprinting & BC curriculum



# **PART 5**

## **Creating Community**

### **A Sharing Circle**

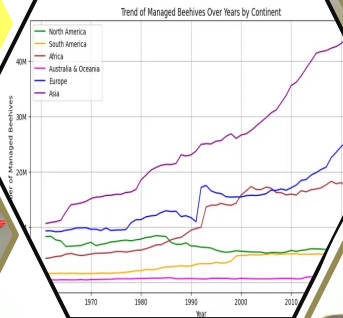


# Closing Remarks & Take Aways

1. You are not alone
2. Agency - each of our actions matter
3. Blueprint towards curriculum, remembering that it is always a **work in progress**

# CETE

Two Trends: The Rise and Fall of  
ations



Students



Collapse

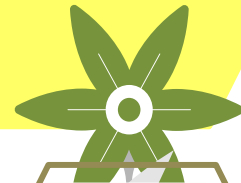
CETE TO  
TEACHERS



SD 52  
teachers

COMMUNITY  
EDUCATION ON  
CLIMATE  
CHANGE

TEACHERS TO  
STUDENTS

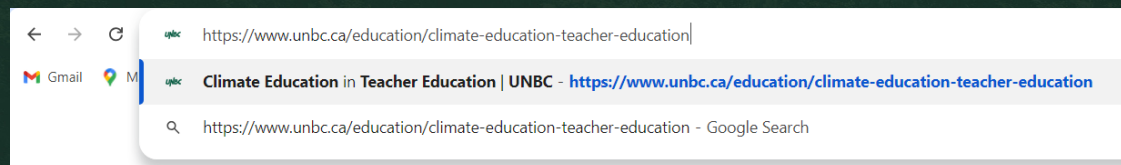


Climate Change  
Ed Canada





# CETE: Webpage Resources



## CETE Workshops (March 2023 to June 2023)

- Video 1 - [Interpreting Climate Change](#) - March 14, 2023
- Video 2 - [Aims of Climate Education](#) - April 4, 2023
- Video 3 - [Pedagogy Planning for the Classroom](#) - April 21, 2023
- Video 4 - [Evaluating Your Pedagogy](#) - May 19, 2023

## CETE Workshops (September 2023 to June 2024)

- Video 1 - [Interpreting Climate Change: Engaging Through Pedagogy](#) - October 20, 2023
- Video 2 - [From Aims to Means: Climate Education and BC's Curriculum](#) - November 24, 2023
- Video 3 - [Aims and Means to Lesson Planning: Teaching for Climate Action](#) - Jan. 29, 2024
- Video 4 - [Anxiety, Agency, and Action in the Face of Climate Uncertainty](#) - April 26, 2024

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



## CETE: Webpage Resources continued

### Who can participate in the CETE study?

#### For Pre-Service Teachers:

1. Are you a teacher candidate in the UNBC Teacher Education Program?
2. Are you interested in or concerned about climate change or climate change education?
3. Are you willing to engage in several activities to learn more about climate education and contribute to the professional development of others?

#### For In-Service Teachers:

1. Are you a practicing teacher in School District 52 (Prince Rupert) or School District 57 (Prince George)?
2. Are you interested in or concerned about climate change or climate change education?
3. Are you willing to engage in several activities to learn more about climate education and contribute to the professional development of others?

If you've answered "yes" to all three questions and would like to participate in the CETE study, please read the [CETE Information Letter and Consent \(pdf\)](#) and take a moment to complete the [Pre-Survey](#). The pre-survey takes approximately 10-20 minutes to complete.

CETE Pre-Survey

Participants Pre-Survey  
access

#### Climate Education for Teacher Education (CETE) Recruitment



#### Northern BC Teachers: How do you feel about climate change?

CETE is a research project that explores what northern BC (pre and in-service) teachers feel about climate change and how they engage in climate change education.

**CETE Research Question**  
How might northern BC K-12 pre and in-service teachers be engaged to critically consider and respond to the climate emergency in their contexts and scope of practice through teacher agency, creative pedagogy, educational leadership, and climate education around climate change education?

#### Participant Contributions

- Pre-survey (10 minutes) time - September/October 2024
- Four climate change education workshops (90 minutes each) - November/December 2024 and January/February 2025 (to be announced shortly on webpage)
- 1) **Feelings and Knowledge** Friday October 25, 2024 - Prince Rupert (No ID)
- 2) **Health** Friday November 22, 2024 - School District #52 (Prince Rupert)
- Monday November 25, 2024 - School District #57 (Prince George)
- 3) **Curriculum** Friday April 11, 2025 - K-12 School District #52 and #57
- Friday April 25, 2025 - School District #52
- 4) **Reflection** Friday May 16, 2025 - School District #52
- Monday June 2, 2025 - School District #57
- Final survey (10 minutes) time - May 2025
- Focus group (90 minutes) time - June 2025

For more information or to get involved, visit the CETE webpage:  
<https://www.unbc.ca/education/cete/cete-education-for-teacher-education>



### CETE RECRUITMENT for 2024-2025

#### Northern BC Teachers: How are you feeling about climate change?

If you are a teacher candidate in the UNBC Teacher Education Program or practicing teacher in School District No. 52 (Prince Rupert) or School District No. 57 (Prince George), consider participating in the CETE study.

[2024-cete-recruitment-poster-sept-20.pdf \(pdf\)](#)

Recruitment poster

## **CETE Up-Coming Workshops**

### **Indigenous:**

**Friday May 16, 2025 - School District #52 Pro-D  
(In-Person)**

**June TBA, 2025 – School District #57 Pro-D**

Partners and Collaborators



Social Sciences and Humanities  
Research Council of Canada

Conseil de recherches en  
sciences humaines du Canada

Canada



# Mussicho!

## Research Team

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Glen Thielmann

Laura Rodriguez Galarza

Behnoosh Roknaldini

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



For more information about CETE, please contact Dr. Hartley Banack by email  
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