

Here's how the SLS: Student Leadership in Sustainability materials developed by Be The Change Earth Alliance (BTCEA) support some of the Big Ideas and Learning Standards of this course.

Under each **Curricular Competency** or **Content** columns we have indicated the **SLS COMPONENTS** that foster the development of that specific competency. We have also indicated the **SLS CONTENT**, in either the teachers' lesson materials or the students' Action Packs that addresses the Ministry's learning standards.

CORE COMPETENCIES

COMMUNICATION The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.

THINKING The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and meta-cognitive awareness.

PERSONAL & SOCIAL Personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

SLS COMPONENTS The entire inquiry based SLS program is designed to foster these competencies. These specific learning goals are outlined in each Action Pack. You can assess how well these goals have been met by having students complete their Self Evaluation found in the Teacher's Kit for each Value Modules. Each specific component of SLS engages with one or more core competency.

BIG IDEAS

Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family, and community.

Practicing respectful, ethical, inclusive behaviour prepares us for the expectations of the workplace.

Leadership represents good planning, goal-setting, and collaboration.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> Recognize their personal preferences, skills, strengths, and abilities and connect them to possible career choices <p>SLS COMPONENTS</p> <p>Careers Exploration found in each Teacher's Kit has students identify their interests and skills and communities needs and connect them with Related</p>	<p><i>Students are expected to know the following:</i></p> <p>Personal Development</p> <ul style="list-style-type: none"> Self assessment <p>SLS COMPONENTS</p> <p>Self Evaluation that can be done once a student has completed and Action Pack has students connecting the Core Competencies</p>

<p>Careers associated to a few Action Pack topics they are interested in. Related Careers help students explore careers related to each SLS area of focus, with questions that ask students to inquire into their own interests and the subsequent education path to lead them to careers related to these interests.</p> <ul style="list-style-type: none"> • Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments <p>SLS COMPONENTS</p> <p>Action Circle Agreements found in each Teacher’s Kit has students decide what is respectful and acceptable for their work environment</p> <ul style="list-style-type: none"> • Question self and others about the reciprocal relationship between self and community <p>SLS COMPONENTS</p> <p>Action Pack Action Surveys include a section of individual actions taken in the community, which shows relationship between individual’s actions and the community. Local Activities offer students a chance to look at a topic on a global or regional scale and its effects on the student personally. These two segments of the Action Pack allow students to question the reciprocal relationship between self and community.</p> <p>Careers Exploration questions ask what students’ communities provide and what they could additionally do to support it and the environment.</p> <ul style="list-style-type: none"> • Demonstrate leadership skills through collaborative activities in the school and community <p>SLS COMPONENTS</p> <p>ACTION PACK Taking Action, Action Survey, and Local Activity components offer students opportunities to be leaders in their school and communities by working on projects in collaboration</p> <p>All SLS materials focus on students exercising leadership skills through personal and group exploration and action on bettering their community and environment.</p> <ul style="list-style-type: none"> • Recognize the influence of peers, family, and communities on career choices and attitudes toward work <p>SLS COMPONENTS</p> <p>Careers Exploration asks students to reflect on why they have an interest in a particular career and whether there is someone in their life who is part</p>	<p>and Action Pack goals with the skills they worked on, and evaluated how they feel they did.</p> <ul style="list-style-type: none"> • Leadership <p>SLS COMPONENTS</p> <p>All SLS materials ask students to take on leadership roles and take some form of community action.</p> <ul style="list-style-type: none"> • Problem-solving and decision making <p>SLS COMPONENTS</p> <p>All Action Packs Critical Thinking questions have students think of the complexities of the topics and choices and then are asked to take action. Students are also doing group work where they can decisions to make and group work to navigate.</p> <p>IN LESSONS:</p> <ul style="list-style-type: none"> ❖ Students have an opportunity to create circle agreements and often teachers give students the opportunity to chose their Action Pack topic. <p>Connections to Community</p> <ul style="list-style-type: none"> • Local and global needs and opportunities <p>SLS CONTENT</p> <p>All Action Packs offer students a chance to explore a global topic in a local setting, and how the topic relates to them personally.</p> <p>SLS COMPONENTS</p> <p>Related Careers Exploration has students explore community needs and associate it to ways they can contribute and careers where they can have an influence</p> <ul style="list-style-type: none"> • Cultural and social awareness <p>SLS CONTENT</p> <p>All Action Packs ask students to reflect on the cultural and social implications of the topic, whether it is about the source of their food or resource extraction on Aboriginal land.</p> <ul style="list-style-type: none"> • Global citizenship
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<p>of that reason.</p> <ul style="list-style-type: none"> Explore volunteer opportunities and other new experiences outside school and recognize their value in career development. <p>SLS COMPONENTS</p> <p>Action Pack Action Surveys give students the opportunity to volunteer outside of schools.</p>	<p>SLS CONTENT</p> <p>All Action Packs connect the student’s personal lives to their local and global communities. Students are invited through Local Activities, Research Questions, and Critical Thinking reflections to ground their own experiences in a global context. All SLS materials aim to foster global citizens</p> <ul style="list-style-type: none"> Volunteer opportunities <p>SLS CONTENT</p> <p>All Action Packs offer Action Surveys that give students the opportunity to take on volunteer initiatives in their schools, with their families, or in their communities contributing to social change.</p> <p>Life and Career Plan</p> <ul style="list-style-type: none"> Role of mentors, family, community, school, and personal network in decision making <p>SLS CONTENT</p> <p>Action Packs that specifically explores family or community influences:</p> <ul style="list-style-type: none"> ❖ D3 – Family Roots ❖ D4 – My ‘Hood ❖ E4 – Gender Equality ❖ E9 – Count Me In <p>IN LESSONS:</p> <ul style="list-style-type: none"> ❖ Value Connection leads students through an in-depth look at students’ personal values, their connection with family as well as neighbours in their community. Students learn to consider how to prioritize their needs and desires in decision-making.
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Please note: The instructions on where to find each SLS resource are for online navigation when signed in as a teacher. If you have printed out an SLS binder the resources are in either the Teacher’s Kit or Action Pack sections. Quite a few elements that are more fluid can only be found online.

[Be The Change Earth Alliance](#) is a BC based Canadian charity founded in 2005 on the belief that global issues are intrinsically tied to our own values and actions. BTCEA co-creates curriculum with a consortium of teachers that equip and motivate Canadian youth to develop critical thinking and creative communication skills, build global awareness and proactively engage in positive solutions for a sustainable future.

[SLS: Student Leadership in Sustainability](#) has been developed in a 5 year iterative process of research and classroom testing to create teacher friendly lesson plans and student materials with age-appropriate language, actions, research links, and current pedagogical approaches to build civic leadership and engagement in making sustainable lifestyle choices. For each of the last 3 years SLS has been used by 4000+ students. School wide access to SLS is available through a Healthy Schools Network grant.

Contact BTCEA at 604-269-9874 or admin@bethechangeearthalliance.org for more info.