

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** we have indicated the **SLS COMPONENTS** that foster the development of that specific competency.

Under the Ministry’s **Content** column we have indicated the **SLS CONTENT**, in either the teachers’ lesson materials or the students’ Action Packs that addresses the Ministry’s learning standards.

CORE COMPETENCIES

BIG IDEAS

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.

Individual worldviews shape and inform the understanding of social justice issues.

The causes of social injustice are complex and have lasting impacts on society.

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"> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions <p>SLS COMPONENTS Each Action Pack invites students to embark on a big picture inquiry that is supported by the ‘Local Activity’, ‘Action Survey’, ‘Global Research’ and ‘Critical Thinking’ questions. Students</p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Various theoretical frameworks, interpretations, and concepts of social justice <p>SLS COMPONENTS Each action pack encourages students to explore active citizenship in areas of social and environmental justice.</p> <p>SLS CONTENT</p>

develop their analytical skills and learn to ask questions and interpret data, as well as communicate their findings through their final presentation.

- Assess and compare the significance of people, places, events, or developments at particular times and places, and determine what is revealed about issues of social justice in the past and present (significance)

SLS COMPONENTS

The ‘Global Research’ questions in each Action Pack invite students to investigate, with the links provided, how the social issues and developments specific to the Action Pack arose as a result of past and present developments. The ‘Cost & Benefits’ section in the ‘Critical Thinking’ component of each Action Pack, as well as the supplemental “Stakeholder” activity for each Action Pack, guide students in developing a sense of how the significance of the Action Pack topic varies among people and places.

- Ask questions and corroborate inferences about the content, origins, purposes, and context of multiple sources and multiple perspectives (evidence)

SLS COMPONENTS

The ‘Critical Thinking’ component of each Action Pack asks students to explore and consider the multiple perspectives on their Action Pack topic and how they arose. The supplemental ‘Current Events Questions’ activity asks students to evaluate a source providing a narrative on a recent event related to the Action Pack topic for bias, sense of place, and connection to other issues.

- Compare and contrast continuities and changes for different groups and individuals at different times and places (continuity and change)

SLS COMPONENTS

The ‘Local Activity’ component of the Action Pack invites the students to complete firsthand research into what change looks like in order to create resilient and socially respectful communities.

SLS CONTENT

- ❖ Action Pack E4 ‘Gender Equality’ covers the injustices that

- ❖ The Value Justice Action Packs encourage students to compare and contrast concepts of social justice
- ❖ The Value Innovation Action Packs encourage students to engage in change and teaches them about the social consequences of inequality issues and how to stand for a socially just human presence
- ❖ The Value Conservation module invites students to discover how natural resource extraction affects human and natural communities
- ❖ Action Pack E1 ‘Environmental Justice’ requires students to examine both a Canadian and International case study regarding notions of environmental justice

IN LESSONS

- ❖ Value Justice lesson video 6 “LGBTQ: Understanding Sexual Orientation & Gender identities”
- Connections between self-identity and an individual's relationship to others in societies

SLS CONTENT

The Value Connection action packs encourage students to clarify their own values and connect with their families and larger communities to learn about personal and global sustainability.

- Connections between social justice issues

SLS CONTENT

- ❖ In Action Pack E4 ‘Gender Equality,’ students explore the connection between environmental destruction and injustices suffered by women.
- ❖ Action Pack E 6 ‘Poverty’ allows students to explore the connection between wealth, resource use, and climate injustices.
- Past and present social injustices in Canada and in the world, their possible causes, and their lasting impact on individuals, groups, and

indigenous women have faced and relate these gendered experiences to institutionally perpetuated environmental change.

- ❖ Action Pack E4 'Poverty' covers the dynamics of wealth distribution and inequality in BC, with specific emphasis on First Nations poverty. Students investigate how poverty rates and inequality is growing for specific groups and think about how this could change.

- Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an event, legislative and judicial decision, development, policy, and movement (cause and consequence)

SLS COMPONENTS

The 'Costs & Benefits' section of the 'Critical Thinking' component of each Action Pack asks students to assess the consequential effects of actions and developments pertaining the Action Pack topic to the student personally, to the environment, to others, and to the economy.

- Explain different perspectives on past and present people, places, issues, and events, and distinguish between worldviews of the past or present (perspective)

SLS COMPONENTS

Each Value module and Action Pack is framed with the consideration of the student's own world view with the 'World View Survey' activity that is completed before and after the completion of an Action Pack. The facilitated Thermometer Activity for each Value module creates a space to explore how and why students in the class itself hold varying perspectives on the issues discussed based on past experiences and held values.

All Action Packs are introduced with an Aboriginal Wisdom quote, which prompts the student to consider a different way of knowing and worldview.

SLS CONTENT

society

SLS CONTENT

- ❖ Action Pack E4 'Gender Equality'
- ❖ Action Pack E 6 'Poverty'
- ❖ Action Pack E 8 'Nature's Rights'

IN LESSONS

- ❖ Value Justice Lesson Video 8 "What is poverty costing us in BC?"
- ❖ Value Justice Lesson Video 9 "Which countries already have climate change refugees?"

- Roles of governmental and non-governmental organizations in issues of social justice and injustice

SLS CONTENT

- ❖ Action Pack E2 'Water Privatization' assists student's understanding of the governance of and rights to water.
- ❖ Action Pack E3 'Animals & Us' provides information about animal rights and welfare.
- ❖ Action Pack E6 'Poverty' encourages students to explore where British Columbia stands with the issue and why it has the highest poverty rate in Canada.
- ❖ Action Pack E8 'Nature's Rights' introduces concepts regarding environmental law internationally

IN LESSONS

- ❖ Value Justice Lesson Video 12 "Rights and Responsibilities"

- Processes, methods, and approaches individuals, groups, and institutions use to promote social justice

SLS CONTENT

- ❖ Action Pack E5 'Local Economy' provides information about innovations that will support economic security in the face of climate change
- ❖ Action Pack E9 'Count Me In' helps students learn about

<p>The 'My Values' lesson plan, which is optional for every Value module, invites students to collectively inquire into their own personal values and who or what has influenced them.</p> <ul style="list-style-type: none"> • Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment) • Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong (ethical judgment) <p>SLS COMPONENTS</p> <p>The 'Critical Thinking' section of each Action Pack includes a question on stakeholders, asking students to reflect on stakeholders that could be impacted by a particular issue. The 'Critical Thinking' section of each Action Pack also addresses this competency by asking students to brainstorm ways to act on an ethical judgment.</p>	<p>democracy, civil society, social change, and about getting involved politically.</p>
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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.