SLS MATERIALS correlated to BC MINISTRY’S REDESIGNED CURRICULUM

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**

**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**

Finding a balance between work and personal life is essential to good physical and mental health.

A network of family, friends, and community members can support and broaden our career awareness and options.

The global economy affects our personal, social, and economic lives and prospects.

Successful career and education pathways require planning, evaluating, and adapting.

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**Learning Standards**

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<thead>
<tr>
<th>Curricular Competencies</th>
<th>Content</th>
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<tr>
<td>Students are expected to be able to do the following:</td>
<td>Students are expected to know the following:</td>
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<tr>
<td>• Demonstrate personal awareness and responsibility through diverse experiences and make</td>
<td>Personal Development</td>
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<td>connections to community and place</td>
<td>• Cultivation and nurturing of interpersonal,</td>
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**SLS COMPONENTS**
The Action Survey for every action pack and the components that build on it (Local Activity and My Actions) require the student to build personal awareness of themselves relative to the topic and to their community, to commit to taking action, and to follow through in their community.

- Use local and global sustainability and economic trends to make personal career and life choices as an educated citizen

**SLS COMPONENTS**
SLS strives to create global sustainable citizens by building awareness of current issues through action pack research components such as “Global Research” and the supplemental “Current Events Questions” in the Further Exploration section of each action pack. Students are guided to integrate what they have learned into their own lives as educated, sustainable citizens through the “Local Activity” and “My Actions” components of each Action Pack.

- Explore and articulate career opportunities based on research and ways of knowing

**SLS COMPONENTS**
The “Further Exploration” section of each action pack includes a “Related Careers” sheet outlining various professions, educational options, volunteer and work experience ideas, and career resources relating to the action pack topic. Action packs also include a “Related Career Questions” sheet to supplement student career exploration relating to the action pack topic.

- Refine personal communication and presentation strategies to further post-graduation opportunities

**SLS COMPONENTS**
The final Action pack assignment is to give a group presentation that summarizes and conveys the action pack activities and insights in a creative and critical manner. The Teacher’s Tools includes a peer evaluation sheet for students to evaluate presentation skills.

- Engage in, evaluate, and reflect on employment, career exploration, and/or volunteer opportunities (30 hours or more) and their role in career, education, and life planning

**SLS COMPONENTS**
The Action Survey in each action pack, and prompts for “Taking Action” at the end of intercultural, collaborative, and social skills

**SLS COMPONENTS**
Students collaborate on Action Packs by forming Action Circles. Teachers can optionally print out Circle Agreement sheets to guide the development of agreed commitments that group members make to each other to collaborate effectively

**SLS CONTENT**
- Action Pack D2 ‘You and Me’: Students explore topics such as empathy, active listening, cross-cultural connection, the benefits of social networks and strategies for connecting meaningfully with others
- Action Pack D4 ‘Who’s in my ‘Hood’: Students explore the benefits of community connectivity. They are guided to build a new connection within their community.

**Connections to Community**
- Awareness of and respect for local and global cultural differences

**SLS COMPONENTS**
Facilitated activities that are included in SLS, such as the Thermometer and Traditional Discussion activities, provide students the opportunity to explore and understand the cultural and value difference that exist among and between their peers.
the “Global Research” and “Local Activity” components of each action pack can be used as a guide to develop interests in volunteer opportunities relating to the Action Pack topic they have chosen. The “Related Careers” sheet included in each Action Pack can be used as a resource to guide students in engaging in career exploration and volunteer opportunities that relate to a topic of their interest.

- Identify and provide evidence of learning experience that represent achievement and inform future directions.

**SLS COMPONENTS**
Action Packs are an opportunity for students to develop a proof of learning and achievement in the context of a topic that they are interested in. Critical reflections throughout provide the opportunity for the student to affirm how and what they have learned, and the Action Survey, My Actions, and final presentation are opportunities for students to affirm their active achievements.

- Use entrepreneurial and innovative thinking to solve problems at work, in the community, and in their personal lives

**SLS COMPONENTS**
The Critical Thinking Action Pack component guides students to apply creative and holistic systems thinking to develop strategies that can be applied in their communities and in their own lives to address the issues they have explored with the action pack.

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@betechangeearthalliance.org for more info.