

## Overview of **STUDENT LEADERSHIP FOR CHANGE** Program 2019-2020

MODULE	INQUIRY AND GOALS	ACTION PACKS
<b>A) Value HEALTH</b> Feel Good, Be Healthy	<b>How can taking action to improve my personal health help create a healthier planet?</b> Students will gain understanding of personal and community impacts of the foods they eat and the toxic products used in their homes. Students will also explore alternatives that are healthier and safer for both themselves and the environment.	1 – Food Additives 2 – GMOs 3 – Organics 4 – Fresh & Local 5 – <b>The Story of Meat</b> 6 – Toxicants 7 – <b>Plastics</b> 8 – Active Transportation
<b>B) Value CONSCIOUS CONSUMPTION</b> Buy Less, Be More	<b>How do our current consumption and disposal habits impact people and the planet?</b> Students will become aware of their consumption patterns and the impact on themselves, our communities and our environment. Students will develop awareness of marketing goals and their environmental impact; determining what they can change in their daily lives to positively affect this situation.	1 – Pre-Cycling 2 – <b>Costly Trends</b> 3 – Disposables 4 – Recycling 5 – All Packaged Up 6 – Into The River 7 – <b>Organic Waste</b> 8 – <b>Acidic Oceans</b>
<b>C) Value CONSERVATION</b> Save Energy & Natural Resources	<b>How can we value Earth's limited resources in our personal and industry choices?</b> Students will gain awareness of our natural resource and energy consumption and the impact this has on our environment; they will discover ways they can make changes in their daily lives to positively affect this situation through the conservation of energy and natural resources.	1 – <b>Transportation</b> 2 – <b>Paper Cuts</b> 3 – <b>Bright Energy</b> 4 – Saving Water 5 – <b>Being Chill - Heating Up</b> 6 – Ocean Wise 7 – All That Glitters 8 – <b>Oil</b>
<b>D) Value CONNECTION</b> Re-Connect	<b>How does feeling connected to myself and to others, in a human and natural community contribute to global sustainability?</b> Students will gain awareness of the importance of connecting with ourselves, our families and our communities and nature; they will make efforts to create these connections in their lives.	1 – Living My Values 2 – Me & You 3 – Family Roots 4 – My 'Hood 5 – <b>Nature Nurture</b> 6 – The Big Picture
<b>E) Value JUSTICE</b> Go Green & Just	<b>How can we be environmentally and socially just in our personal choices and industry practices?</b> Students will gain insight into the multitude of injustices and inequalities being perpetrated on the planet today, not just toward people, but toward animals and the planet itself; they will begin to explore some of the positive steps people are taking to address these issues and ways they too can generate positive change.	1 – Environmental Justice 2 – Water Privatization 3 – Animals & Us 4 – Gender Equality 5 – Local Economy 6 – Poverty 7 – Food Security 8 – <b>Nature's Rights</b> 9 – Count Me In 10 – <b>Climate Justice</b>
<b>F) Value INNOVATION</b> Change the School Change the World	<b>How can I create a school or community project that will support global sustainability in a measurable way?</b> Students will brainstorm on projects by focusing on systems within their school that need sustainability upgrading; they will create feasibility studies and experience consensus decision making to select the final project for short and long-term goal setting.	1 – Health 2 – Consumption 3 – Conservation 4 – Connection 5 – Justice
<b>CLIMATE ACTION UNIT</b>	<b>What is Climate Change and what does it have to do with us?</b> Combining the Action Packs that most impact Climate Change	Recommended Action Packs in orange

# SLC Lesson & Action Packs Flow

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## **LESSON ONE** - detailed in Lesson Plan

- STUDENT WORLD VIEW – quick survey
- Introduce TOPIC/VALUE
- Informative VIDEOS – around 20 min. to choose from
- DISCUSSIONS ACTIVITIES – Bingo, Thermometer or Mind Map
- STUDENT “ACTION PACKS” – process, topics, and choices
- Form ACTION CIRCLES – group agreements

- Lesson Plans outline materials and define terminology used.
- Lesson 1 can be delivered in 1 class - or in 2 classes with more class discussions

## **LESSON TWO** - optional

- By setting homework deadlines, determine when everyone has completed their Research, Local Activity and at least one Action... then schedule this in-class lesson
- DIALOGUE for CRITICAL THINKING – One lucky small group presents their research findings to the large group and the whole class brainstorms on stakeholders, costs & benefits and other critical thinking considerations for that Action Pack. This help everyone learn dialogue skills and the critical thinking process; supporting all students to complete the critical thinking section in their Action Pack.

## **LESSON THREE** – detailed in Lesson Plan

- STUDENT PRESENTATIONS
- “SO WHAT” DISCUSSION
- STUDENT WORLD VIEW
- RECORD ACTIONS online ACTION-TRACKER

Lesson 3 can be completed in 1-2 classes, depending upon the length of presentations, number of students, and discussion time.

## **ACTION PACKS**

- INQUIRY & GOALS - setting the context
- GLOSSARY - terms students will need to know
- WORLDVIEW SURVEY - How do I see this topic?
- MY ACTIONS - What am I doing now? What could I be doing?
- GLOBAL RESEARCH - on-line websites, You Tube videos, questions
- LOCAL ACTIVITY - connect global to local, research chart
- CRITICAL THINKING QUESTIONS - go deeper, consider different perspectives
- COST-BENEFIT - If I were to change, what would I have to give & what are the gains?
- ACTION SURVEY - What actions have a taken throughout this project? How much have I changed?”
- PRESENTATION - outline for a creative presentation

Ensure students have access to computers for Global research.

Action Packs can be completed in class or as home- work.

All very adaptable – the whole class can do one Action Pack.

See *FURTHER EXPLORATION* for *The Science Behind, Career Options, Current Events, Self-Evaluation, Stakeholders questions*