

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

The biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them.

Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

Questioning and predicting

- Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest

SLS COMPONENTS

Choose an environmental topic and complete the Action Pack to fully explore your inquiry. This demonstrates a sustained intellectual curiosity.

Processing and analyzing data and information

Content

Students are expected to know the following:

- **matter cycles** within **biotic and abiotic** components of ecosystems

SLS CONTENT

ACTION PACKS that reference the cycles:

- ❖ B6 – Into the River
- ❖ B7 – Organic Waste
- ❖ B8 – Acidic Oceans
- ❖ C1 – Transportation

- Experience and interpret the local environment
- Seek and analyze patterns, trends, and connections in data
- Use knowledge of scientific concepts to draw conclusions that are consistent with evidence

SLS COMPONENTS

Each Action Pack's 'Local Activity', 'So What', and 'Critical Thinking' questions. Ask students to use scientifically appropriate language in answers and feel free to add an additional question(s) to connect concepts you are exploring in the classroom

Evaluating

- Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and secondary sources
- Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations to evaluate claims in secondary sources
- Critically analyze the validity of information in secondary sources and evaluate the approaches used to solve problems

SLS COMPONENTS

Use 'Current Events' Q #2, found in each Value Module Teacher's Kit, to analyze any source in Library of Links or relevant Current Events article

- Consider social, ethical, and environmental implications of the findings from their own and others' investigations

SLS COMPONENTS

'Cost & Benefits' in each Action Pack explores this thoroughly

Applying and innovating

- Contribute to care for self, others, community, and world through personal or collaborative approaches

SLS COMPONENTS

Use 'Taking Action' and 'Action Survey' in Action Packs to explore this

- Co-operatively design projects with local and/or global connections and applications

SLS COMPONENTS

Use 'Global Research', 'Local Activity', & the School and Community Actions in 'Action Survey' for some good ideas. The entire VALUE INNOVATION module leads students through a feasibility study approach for collaborative projects

- ❖ C4 – Saving Water, Link 14 in the Library of Links explains the water cycle very well
- ❖ C8 – Oil, Link 4 in the Library of Links explains the carbon cycle very well

IN LESSONS:

- ❖ Value Conservation, Lesson Video 2 explains the Carbon Cycle and human's interference
- ❖ Value Conscious Consumption, Lesson Video 4 explains human's impact on the water system, Lesson Video 5 explains ocean acidification/carbon sinks, Video 7 talks about food waste carbon issues

- **sustainability** of systems and First Peoples' principles of **interconnectedness**

SLS COMPONENTS

Every SLS Lesson Plan and each student Action Pack has an Aboriginal Wisdom quote relating to that specific sustainability issue. The 'Local Activity' in each Action Pack illustrates how we are interconnected to global sustainability issues.

SLS CONTENT

ACTION PACKS that connect to how human actions impact the sustainability of systems can be found in:

- ❖ all the ACTION PACKS listed above, and:
- ❖ A3- Organics
- ❖ A6 – Toxicants
- ❖ A7 – Plastics
- ❖ B1 – Precycling

<ul style="list-style-type: none"> Contribute to finding solutions to problems at a local and/or global level through inquiry <p>SLS COMPONENTS</p> <p>Each Action Pack goes through an Inquiry that results in Taking Actions that contribute to local solutions.</p> <p>Communicating</p> <ul style="list-style-type: none"> Communicate scientific ideas, information, and perhaps a suggested course of action for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations <p>SLS COMPONENTS</p> <p>The entire Action Pack process prepares students to deliver a creative class presentation to fulfill this competency.</p> <ul style="list-style-type: none"> Express and reflect on a variety of experiences, perspectives, and worldviews of place <p>SLS COMPONENTS</p> <p>The entire Action Pack process prepares students to fulfill this competency. The Student World View survey completed before and after the SLS unit helps document their expanded worldview. This is found in each Value Module Teachers' Kit.</p>	<ul style="list-style-type: none"> ❖ C2 – Paper Cuts ❖ C7 – All that Glitters ❖ C6 – Ocean Wise
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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.