

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.

Analyzing data from a variety of sources allows us to better understand our globally connected world.

Human activities alter landscapes in a variety of ways.

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 geographic inquiry processes and skills to ask questions; gather, interpret, and analyze data and ideas; and communicate findings and decisions <p>SLS COMPONENTS The ‘Global Research’, ‘Local Activity’, and ‘Critical Thinking’ components of every Action Pack guide students in their inquiry into how the issues that are central to the Action Pack topic manifest in the spaces and social processes on global and local scales as well as in their own lives. The final</p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> relationships between cultural traits, the use of physical space, and impacts on the environment, including First Peoples cultures <p>SLS CONTENT</p> <ul style="list-style-type: none"> ❖ Action Pack A3 ‘Organics’ explores the differences between organic and conventional farming, especially in terms

presentation is an opportunity for students to creatively present their findings.

- Assess the significance of places by identifying the physical and/or human features that characterize them (sense of place)
- Assess the interpretations of geographic evidence after investigating points of contention, reliability of sources, and adequacy of evidence (evidence and interpretation)

SLS COMPONENTS

Every Action Pack contains a supplemental ‘Current Event Questions’ sheet which prompts students to research articles related to the action pack topic, identify bias and evaluate sufficiency of evidence in these articles, explain how they connects to the student’s sense of place, and identify the social and environmental justice issues connected to these articles.

- Evaluate how particular geographic actions or events influence human practices or outcomes (geographical value judgments)
- Make reasoned ethical judgments about controversial actions in the past or present, and determine whether we have a responsibility to respond (geographical value judgments)

SLS COMPONENTS

The ‘Critical Thinking’ component of each Action Pack guides students in identifying stakeholders relevant to the social processes that the Action Pack investigates and in evaluating how each is differentially affected by these social processes.

- Identify and assess how human and environmental factors and events influence each other (interactions and associations)

SLS COMPONENTS

The ‘Global Research’ component of each Action Pack is designed to guide students in using the resources provided in the Library of Links to understand how humans have influenced the environment to cause the issue in question, and how humans in turn are harmed by environmental changes.

of health and environmental impacts. It prompts students to interview a local organic farmer about why they choose organic methods as opposed to conventional one.

- ❖ Action Pack A4 ‘Fresh and Local’ guides students in exploring the benefits of engaging in local food economies as opposed to globalized ones.
- ❖ Action Pack B2 ‘Costly Trends’ explores how the media influences social practices of consumption which in turn negatively impact the environment.
- ❖ Action Pack D5 ‘Nature Nurture’ explores how the establishment of stronger connections with the natural world generates benefit both personally and for global sustainability.

SLS COMPONENTS

Each Action Pack includes Aboriginal Wisdom quotes which teach students about the perspectives of various indigenous groups and expose them to different ways of knowing

- global agricultural practices

SLS CONTENT

- ❖ Action Pack A2 ‘GMOs’ explores what genetically modified crops are and their impacts on health, communities, and the environment.
- ❖ Action Pack A5 ‘The Story of Meat’ helps students learn about how patterns of meat consumption and production have changed in the past century, and how these drastic changes have impacted health, communities, and the

	<p style="text-align: center;">environment.</p> <ul style="list-style-type: none"> • industrialization, trade, and natural resource demands <p style="text-align: center;">SLS CONTENT</p> <p style="text-align: center;">The following Action Packs guide students in investigating the demand for a natural resource and the impacts of its use:</p> <ul style="list-style-type: none"> ❖ C7 'All That Glitters' ❖ C8 'Oil'
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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.