

# Climate Change Connections in the B.C. Curriculum: Kindergarten-Grade 3

## Workshop Resource



Ministry of  
Energy and  
Climate Solutions



Ministry of  
Education and  
Child Care

# Land Acknowledgement

Indigenous Peoples have lived in reciprocal relationships with the lands, waters, animals, and plants across what we now call British Columbia since time immemorial and have been raising awareness about the potential for irreversible impacts of climate change for decades.

Despite being least responsible for the climate crisis, Indigenous communities experience heightened climate risks, compounded by structural inequities and legacies of colonization. Amid these challenges, Indigenous Peoples have applied their knowledge to supporting their communities and territories and strengthening the climate resilience of the province.

Understanding the importance of the lands we are on and following the leadership of the original caretakers of these lands is foundational to how we educate and respond to climate change.

# Introduction

Climate change is having an impact worldwide, affecting the physical, social, economic, and psychological wellbeing of people and communities, including those here in B.C. Addressing climate change in the classroom can help students to foster hope and develop climate literacy, empowering them to make choices that will positively influence themselves, their family, their environment, and their communities.

The [Climate Change Connections in the B.C. Curriculum: Kindergarten -Grade 3](#) (CCBC) resource is a science-based, locally adaptable resource designed to provide a practical, curriculum-aligned starting point for B.C. Kindergarten - Grade 3 (K-3) teachers to teach about climate change in their classrooms. It is authored in partnership with B.C. teachers, by climate change specialists at the Climate Action Secretariat in the Ministry of Energy and Climate Solutions with support from curriculum specialists at the Ministry of Education & Child Care.

## Audience

Intended as a companion to the CCBC resource, this guidance document provides an outline for running a meeting or workshop on climate literacy for K-3 teachers. Either as a stand-alone event or as part of a larger professional development opportunity, this workshop guidance can be adapted and customized to meet the needs of educators and environmental education professionals. It can support teachers in identifying how to weave climate change content into their teaching and build age-appropriate climate literacy amongst their students and can guide them to support their peers in their own climate literacy teaching journey.

## Climate Change Education Strategies

Future leaders need critical thinking, social, emotional, and communication skills to innovate and engineer solutions to global problems. Starting in the primary years, teachers can use the strategies below to support students in developing these skills, while also helping them develop a deep understanding of climate science over time.

1. Teach about climate change across learning areas
2. Encourage action and foster hope
3. Make climate change education personally and locally relevant
4. Recognize the role of Indigenous knowledge and ways of learning
5. Ground students in place-based learning
6. Keep learning experiential, embodied, and playful

Learning experiences can build upon each other throughout K-12 education, creating climate conscious students who are able to act on climate change and share their knowledge and interest with others.

To dive deeper into these strategies, access the full [CCBC resource](#).

# Climate Change Learning Stories



A team of BC Teachers' Federation K-3 teachers developed a set of curriculum-aligned, age-appropriate learning stories that are adaptable to regions across B.C. and are included in the full CCBC resource. These learning stories include connections to the core competencies and the First Peoples Principles of Learning, teacher reflections, student work samples, and/ or assessment criteria. Each one demonstrates how these teachers used the climate change education strategies to support learning and shows how climate change can be interwoven and used as a vehicle to deliver the learning standards of the B.C. curriculum.

## Sample Meeting and Workshop Agendas

These meeting/workshop templates include suggested activities and agenda items for two professional development event options. The intention is to provide a structure for sharing the CCBC resource with a larger team of educators and exploring how to effectively teach about climate change to K-3 students. All agenda items are suggested and may be adapted or customized to meet the needs of the event.

### Is your event virtual?

Make sure you're familiar with how to set up breakout rooms if you plan to use them and consider setting some guidelines at the beginning of your meeting for how you expect participants to engage (for example, you may ask for cameras to be on and/or for participants to be muted while you present).



Consider adding some interactive elements to your event like a virtual shared whiteboard or polling questions. These can help to engage participants and provide more opportunities for them to contribute to the conversation throughout the event. Make sure you practice with these tools before your event, so the tech can run as smoothly as possible!



## 20-40 minute presentation

This short, presentation-style agenda is intended to provide an introduction to the CCBC resource at a meeting or at another event where time is limited and a presentation style is the best fit for the event.

Optional discussion questions are included to engage the audience if time allows – these discussions may be done as a large group, in a pair and share style (audience pairs up to discuss and then shares out with the group), or in smaller groups depending on the audience, event, and time constraints. Consider how you plan to take notes during the discussions if you choose to include them - if you're in person, participants can write ideas on sticky notes and add them to a poster or a whiteboard. If you are virtual, consider adding a shared whiteboard for notes or sharing your notes back with participants after the meeting.

Activity	Description	Time
<b>Opening</b>	<ul style="list-style-type: none"> <li>Intro and purpose of <a href="#">CCBC resource</a> (CCBC pg. 5)               <ul style="list-style-type: none"> <li>Consider hooking the group with a quote from one of the learning stories and/or a sample piece of student work (some good options are on page 46 and 61 of the CCBC resource)</li> </ul> </li> <li>What is Climate Literacy? (CCBC pg. 6)               <ul style="list-style-type: none"> <li>Consider identifying a definition as a group and then comparing to the definition in the CCBC resource.</li> </ul> </li> </ul>	<b>5 mins</b>
<b>Climate Change Backgrounder</b>	<ul style="list-style-type: none"> <li>Review of the Greenhouse Effect (CCBC pg. 8)</li> <li>Review of local impacts of climate change (CCBC pg. 22)               <ul style="list-style-type: none"> <li>Optional Discussion: What local impacts have people experienced/ witnessed? What have they heard about in other areas?</li> </ul> </li> </ul>	<b>5-10 mins</b>
<b>Climate Change Education Strategies</b>	<ul style="list-style-type: none"> <li>Highlight each strategy and discuss as you go (CCBC pg. 12)               <ul style="list-style-type: none"> <li>Optional Discussion: How do participants already use these strategies in their teaching?</li> </ul> </li> <li>Consider expanding on the strategies to highlight content within that section if there is time (e.g. discuss climate anxiety during Strategy 2) (CCBC pg. 14-31). If there is only time to dive deeply into one or two strategies, have participants identify which ones are most impactful for their teaching context (where/who they teach).</li> <li>Highlight curricular connections (CCBC pg. 15)               <ul style="list-style-type: none"> <li>Optional Discussion: Brainstorm climate topics and curricular connections, using the curricular connections table for inspiration (note that there may be some great curricular connections not included in this table)</li> <li>Encourage participants to share resources or partners that support this work.</li> </ul> </li> </ul>	<b>10-20 mins</b>
<b>Closing</b> If time allows	<ul style="list-style-type: none"> <li>Highlight the pro-d section (CCBC pg. 32) and learning stories (CCBC pg. 35) in the CCBC resource</li> <li>Q + A</li> </ul>	<b>5 mins</b>

\*\*If you only have time for a briefer 10-15 minute presentation, consider which elements are most key for your audience and shorten the following agenda to hit these key points. Example: for a time-constrained presentation at a staff meeting, consider highlighting the purpose of CCBC, a learning story that would work well at your school, and a quick overview of the strategies, with a minute or two left for discussion/ questions. Ensure you share a link to the resource in case your peers want to dive in further.



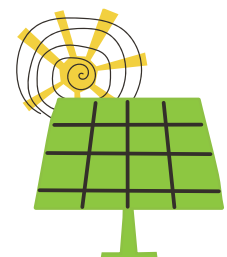
## 2 hour workshop

This workshop-style agenda is intended to introduce the CCBC resource and dive into some of the content and strategies in more depth. Activities are interactive to engage the audience with the content and can be modified as needed. Descriptions for both virtual and in-person events are described to give the facilitator guidance on how to best meet the needs of their event.

Consider how you plan to take notes and share back with participants. If your event is in person, participants can write ideas on sticky notes and add them to a poster or a whiteboard or you may consider providing poster paper for small groups to write their own ideas. If you are virtual, consider adding a shared whiteboard for participants to add their ideas and for you to help structure your event. Online polling questions can also be great for capturing ideas and keeping participants engaged. Make sure to share notes back with participants after your event.

If your event is in person, consider moving outside for group discussions if the weather allows. This may help participants stay engaged and may reinforce discussions about place-based and nature-based learning.

Activity	Description	Time
Opening	<ul style="list-style-type: none"><li>Intro and purpose of <a href="#">CCBC resource</a><ul style="list-style-type: none"><li>Consider hooking the group with a quote from one of the learning stories and/or a sample piece of student work (some good options are on page 46 and 61 of the CCBC resource)</li></ul></li><li>Icebreaker<ul style="list-style-type: none"><li><b>Virtual:</b> Go around the 'room' and have everyone introduce themselves and answer a prompt (either from below or one that you've chosen) or send folks into breakout rooms to introduce themselves and discuss your prompt.</li><li><b>In-person:</b> Go around the room and have everyone introduce themselves and answer a prompt (either from below or one that you've chosen) or do a mingle style, where folks walk around and introduce themselves to just one person at a time.</li></ul></li><li><b>Possible prompts:</b><ul style="list-style-type: none"><li>Describe a favorite activity to do outside</li><li>Describe something you do or would like to do that is positive for the earth (e.g. ride your bike to work, compost)</li></ul></li><li>What is Climate Literacy? (CCBC pg. 6)<ul style="list-style-type: none"><li>Discuss definitions of climate literacy as a group (either as a large group, in small groups or break-out rooms, or in a think-pair-share style). Compare and contrast your ideas with the definition in the CCBC document.</li></ul></li></ul>	15 mins



Activity	Description	Time
<b>Climate Change Backgrounder</b>	<ul style="list-style-type: none"> <li>• Engage in a group discussion about climate change. You may have participants break into smaller groups for this discussion or record their ideas on a whiteboard or with sticky notes.               <ul style="list-style-type: none"> <li>• What does it mean? What are the key messages about climate change that teachers/students need to know? Where do participants feel they have gaps in knowledge? What climate concerns or questions have students shared?</li> </ul> </li> <li>• Explore and share resources about climate change - what local, regional, and/or place-based resources do people know about or use? What pathways are there to learn about climate change impacts and action locally?</li> <li>• Support your discussion with the Greenhouse Effect diagram (CCBC pg. 8) or with this video: <a href="https://www.youtube.com/watch?v=WXvIP9Zyxss">https://www.youtube.com/watch?v=WXvIP9Zyxss</a></li> <li>• For virtual meetings, consider adding an online poll for participants to answer. Questions may include trivia (for example, what are the leading contributors to global climate change?) or they may be probing (for example, What questions do you have about climate change?)</li> </ul>	<b>20 mins</b>

### Climate Change Education Strategies

- Brainstorm climate topics and curricular connections as a group, using the curricular connections table (CCBC pg. 15/16) for inspiration (note that there may be some great curricular connections not included in this table)
  - Depending on the size of your group, you may split into sub-groups or breakout rooms
- Review the 6 climate change education strategies (CCBC pg. 12)
  - Expand on the strategies to highlight content within that section, including the learning story associated with each strategy (e.g. discuss climate anxiety during Strategy 2) (CCBC pg. 14-31)
- CCBC Carousel: Break into smaller groups and rotate through each strategy (at separate stations in person or in separate break-out rooms online). For an in-person meeting, consider putting some stations outside if the weather allows.
  - Participants discuss and record (choose any/all prompts):
    - How do participants already use these strategies in their teaching?
    - What connections can they make with their teaching practices?
    - What opportunities do they see to incorporate within their teaching?
    - How might they adapt or interpret this strategy to work for their students?
    - How did the teacher use this strategy in the Learning Story highlighted in this section?
    - What concerns do they have about using this strategy in their practice?
    - Each group finishes at the station they started on and may report back to the group on any key takeaways

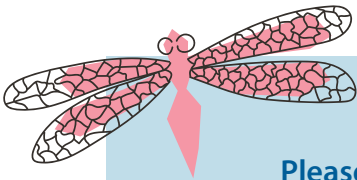


Activity	Description	Time
<b>Climate Change Education Strategies</b> continued	<ul style="list-style-type: none"> <li>• Highlight the Learning Stories included in the CCBC resource (CCBC pg.35) and discuss. What do participants like? Are there examples that they can adapt for their own classrooms?             <ul style="list-style-type: none"> <li>• Remind participants that the Learning Stories are made to be inspirational and adaptable, so they can pull out elements that work for their community and classroom and skip the elements that don't.</li> </ul> </li> </ul>	<b>45 mins</b>
<b>Professional Development Sharing</b>	<ul style="list-style-type: none"> <li>• Discuss Pro-D opportunities and experiences             <ul style="list-style-type: none"> <li>• What types of knowledge are participants still looking for? What types of pro-d could support them?</li> <li>• Work together to identify opportunities to continue building climate literacy beyond this workshop.                 <ul style="list-style-type: none"> <li>• Have participants done other climate/environmental professional development? What has gone well? Exchange tips on how to access Pro-D</li> <li>• Review Pro-D section of the CCBC Resource (CCBC pg. 32)</li> </ul> </li> </ul> </li> </ul>	<b>15 mins</b>
<b>Climate Literacy in Practice</b>	<ul style="list-style-type: none"> <li>• Have each participant identify one idea for how they can incorporate climate literacy in their classroom             <ul style="list-style-type: none"> <li>• These ideas can be shared as a large group, in smaller break-out groups, or in a think-pair-share style. Depending on your group, you may also have each person write their idea down and then share all ideas anonymously.</li> <li>• Some examples:                 <ul style="list-style-type: none"> <li>• Do personal learning to increase their own climate literacy</li> <li>• Model a lesson after one of the learning stories from the CCBC resource</li> <li>• Spend more time outside with their classroom</li> <li>• Join/start a green team or climate action team at school</li> </ul> </li> </ul> </li> </ul>	<b>10 mins</b>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Debrief: What have participants learned? What do they still have questions or concerns about?</li> <li>• Highlight the various resources (CCBC pg. 35) and the other resources referenced and recommended throughout the CCBC resource</li> <li>• Connect to partner resources and networks (EPPSA, C2C)</li> <li>• Q+A</li> </ul>	<b>15 mins</b>

## Acknowledgement

This workshop guidance resource was developed with extensive support from Classrooms to Communities Education Network, Environmental Educators Professional Specialists' Association (EPPSA), the Institute for Environmental Learning, and Metro Vancouver. (School and Youth Leadership Programs). The Province is extremely grateful for the knowledge and resources provided by this network.

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**Please use the QR code at the right or click [this link](#) to provide any feedback, ideas, or comments on this workshop guidance document or on the [CCBC resource](#).**

