

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Earth Day: Environmental Justice 101 **Lesson #** 1 **Date:** Jan. 27, 2022
Name: Lacee Smith **Subject:** Social Studies **Grade(s):** 6/7

Rationale:

This is a lesson that is designed to be presented on Earth Day and the goal of this lesson is to explain what environmental justice is while offering students concrete ways that they can participate in it. Examples of youth-led environmental movements around the world are also presented in hopes of inspiring students to initiate sustainable changes. Lastly, student will learn who their municipal government representatives are and how to reach out to them to voice their opinions.

Core Competencies:

Communication	Thinking	Personal & Social
Communicating: <i>Focusing on intent and purpose:</i> Students communicate with intention and purpose. They understand that communication can influence, entertain, teach, inspire, and help us make sense of the world and our experiences. They recognize the role the audience plays in constructing meaning, and they make strategic choices to help convey their messages and create their intended impact. <i>Acquiring and presenting information:</i> Students communicate by receiving and presenting information. They inquire into topics of interest and topics related to their studies. Collaborating: <i>Supporting group interactions:</i> They value diverse perspectives and integrate the ideas of others with their own to tackle tasks, issues, and problems. Students seek to distribute leadership, listen actively, take turns in discussions, acknowledge contributions, and identify missing voices. <i>Determining common purposes:</i>	Critical Thinking: <i>Analyzing and critiquing:</i> Students have opportunities for analysis and critique through engagement in formal tasks, informal tasks, and ongoing activities. <i>Reflecting and assessing:</i> Students give, receive, and act on feedback and set goals individually and collaboratively. Creative Thinking: <i>Creating and innovating:</i> Students get creative ideas that are novel and have value. It can have a positive impact on the individual, classmates, the community, or the world.	Social Awareness and Responsibility: <i>Contributing to community and caring for the environment:</i> Students develop awareness of and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities, and the environment. They are aware of the impact of their decisions, actions, and footprint. They advocate for and act to bring about positive change. <i>Resolving problems:</i> They generate, use, and evaluate strategies to resolve problems.

Students develop shared understandings of information, issues, situations, and problems in pursuit of common purposes and goals.		
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Big Ideas (Understand)

"Economic specialization and trade networks can lead to conflict and cooperation between societies."

This big idea relates to environmental justice because economy and trade are the driving forces behind unsustainable resource extraction and refinement practices that harm the environment. Environmental degradation has motivated many inhabitants of planet Earth to conflict with and confront corporations and governments that are actively causing harm to the environment.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> Assess the significance of people, places, events, or developments at particular times and places Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences 	<ul style="list-style-type: none"> human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> Understand what environmental justice is Explain different ways in which someone can get involved in environmental justice Identify who their local municipal government representative is Know how to contact their local municipal government representative 	There will be no formal assessment here, assignments will only be marked on a complete or incomplete which will contribute to participation marks. If students decide to write a letter or a poem for their assignment, they will be asked to swap their letter or poem with a peer and proofread it looking for spelling and grammar mistakes.

Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> Students must understand the basics of climate change prior to this lesson, otherwise they will not understand why environmental justice is so important. Students must understand how to write in a formal manner

Indigenous Connections/ First Peoples Principles of Learning:

<ul style="list-style-type: none"> There is a strong Indigenous connection within this lesson in the Fairy Creek Blockade section of the slides as the movement is backed by Indigenous land defenders <p>In regards to the First Peoples Principles of Learning, this lesson taps into the following:</p> <ul style="list-style-type: none"> "Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors." This lesson is geared at making a positive environmental impact. "Learning involves generational roles and responsibilities." Students will gain an understanding that though they may not be personally responsible for causing climate change, it is within their

responsibility to contribute to solving this global crisis.

- "Learning recognizes the role of indigenous knowledge." Indigenous knowledge and Indigenous Land Defenders are at the forefront of the environmental justice movement so it is essential that Indigenous contributions are acknowledged.

Universal Design for Learning (UDL):

- In the activity section of this lesson, students will be able to decide if they want to write a formal letter, write a poem (any format), or draw a picture of how climate change affects them.
- The lecture portion of the lesson will include visual and verbal representations of the content and at the end of the lesson students will be encouraged to share any personal experiences they've had with climate justice with their table groups. All in all, the lecture should appease visual, audio, and interpersonal learning styles.

Differentiate Instruction (DI):

- If a student chooses to write a letter or poem for the activity and they finish early, they will be encouraged to draw an accompanying picture. Likewise, if a student chooses to draw a picture and finishes early, they will be encouraged to write a caption, poem, or short story to accompany their drawing.
- All students will be given questions to contemplate before drafting their letters, poems and drawings in order to give them direction and prompt their thinking. If students do not want to use the guiding questions and go on their own ideas that is also acceptable. Some examples of guiding questions are:
 - 1) How does climate change affect me and my community?
 - 2) How do I feel when I think about climate change?
 - 3) How can the local government help solve the climate crisis?
 - 4) Why is advocating for climate justice important to me?

Materials and Resources

Materials

- Lecture slides
- Envelope for all letters
- Lined paper and blank paper for each student
- Pencils and colouring pencils

Resources

Alter, C., Haynes, S., & Worland, J. (2019, December 30). *2019 Person of the Year - Greta Thunberg*. Time. Retrieved from <https://time.com/person-of-the-year-2019-greta-thunberg/>

First Peoples Principles of Learning. First Nations Education Steering Committee. (2007). Retrieved from <http://www.fnesc.ca/first-peoples-principles-of-learning/>

Mayer, M. (2018, November 1). *Supreme Court Shake-up May Make all the Difference in 'Trial of the Century'*. Sightline Institute. Retrieved from <https://www.sightline.org/2018/11/01/juliana-v-united-states-climate-change-youth-oregon-case/>

Nikiforuk, C., & Langmann, A. (2021, October 16). *Fairy Creek: Meet the people behind the largest act of civil disobedience in Canadian history*. Ricochet. Retrieved from <https://ricochet.media/en/3802/fairy-creek-meet-the-people-behind-the-largest-act-of-civil-disobedience-in-canadian-history>

Which countries are most threatened by and vulnerable to climate change? Iberdrola. (n.d.). Retrieved from <https://www.iberdrola.com/sustainability/top-countries-most-affected-by-climate-change>

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”):</p> <p>At the beginning of the lecture, students will be shown a short video of Poison Ivy talking to Bruce Wayne about Gotham’s environmental issues.</p>		3 mins
<p>Body:</p> <p>The teacher will go through the lecture slides, explaining to students what environmental justice is and how youth are leading the environmental justice movement. The teacher will also give the students concrete ways in which they can participate in environmental justice.</p> <p>The teacher will then ask the students to discuss with their table the following questions:</p> <ol style="list-style-type: none"> 1) How does climate change affect me and my community? 2) How do I feel when I think about climate change? 3) How can the local government help solve the climate crisis? 4) Why is advocating for climate justice important to me? <p>The teacher will then give students the option to write a first draft of a letter, a poem, or draw a picture regarding one or more of the questions listed above which will be able to be revised and sent to their local municipal representatives in a group package along with a letter from the teacher explaining who the students are and offering one specific example of how Kamloops could immediately act on their Climate Action Plan.</p>	<p>Students will discuss how climate change directly affects them with their table groups. Each table will then have an opportunity to share what was discussed with the whole class.</p> <p>Students will choose between writing a letter, writing a poem, or drawing a picture explaining how climate change affects them and their communities.</p>	<p>15 mins</p> <p>8 mins</p> <p>25-30 mins</p>
<p>Closure:</p> <p>Students will be invited to share any thoughts about what they wrote down with the class. They will also be asked to give a thumbs up if they are interested in pursuing environmental justice further, a flat hand if their not sure, or a thumbs down if they are not interested.</p>	<p>If students wish they will be invited to share what they wrote or drew with the class and also give their opinion on how they feel about pursuing environmental justice further.</p>	5 mins

Organizational Strategies:

- Students will be seated in groups and are invited to quietly share ideas with each other while they work.
- The teacher will use “put your hands on your head if you’re listening” strategy to get students’ attention.

Proactive, Positive Classroom Learning Environment Strategies:

- The teacher will keep students on task by circling the room.
- The teacher will praise students who are participating and putting in effort during the task.

Extensions:

This lesson would be a part of a unit on climate change where the first lesson would be regarding the science of climate change. After this lesson, if there is interest from the class to be involved with environmental justice, the teacher would hold another class on environmental justice only this time it would be student driven. The goal would be to get students to brainstorm on how they could advocate and take action to make their school, neighbourhood, or city more sustainable and then take the first steps towards making that goal a reality.

Reflections (if necessary, continue on separate sheet):

This lesson will be accompanied with a Powerpoint slideshow which is where the video that will be shown at the beginning is attached.

Note: the slideshow is currently modified with extra notes to outline what the teacher would be saying, which will be removed when actual lesson takes place. There are also moments in the slideshow that the teacher will invite student discussion that are not currently marked in the slideshow.