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| ***Stories of Climate Change Education***  *Toronto District School Board - Climate Literacy & Leadership Program* | |
| **Going Schoolwide with Climate Change Education**  **using Core French as a vehicle** | |
| Agata Brusse, Grades ⅘, Core French, Broadacres Junior School | |
| Our learning began with a poll to better understand what students were already doing to respond to climate change: | |
| **Learning Outcomes:** *(1-2 for students)*   * Learning Outcome: 1 Familiarize students with their local environment and geography * Learning Outcome 2: Empower students to understand their impacts on Climate Change reductions, ex. reduced meat consumption, local gardens, biking instead of driving etc. * Learning Outcome 3: Engage students in inquiry projects about innovative methods to reduce Climate Impacts and empower them to change their future | **Climate Concepts & Actions:**   * Climate concept 1 - Impacts of Climate Change on the Great Lakes * Climate concept 2 – learn about impact of Meat Consumptions on Global Climate Change and how can we modify our nutritional habits to reduce overconsumption of meat * Climate concept 3 – understand local initiatives in which we can engage our community to impact Global Climate Change * Climate Change 4 - School Wide STEM exchange with Climate Change focus |
| **Learning Activities:**   * *Learn the names of the Great Lakes and the differences among them; including differences in Climate Change impacts on each based on their size, location and geography - students use French language to compare the lakes.* * *Using French language and the “food unit” to describe their favourite recipe and think about the possible substitutes for meat in them* * *Using arcGIS, students learn to map their local environment and, using student-designed surveys, examine environmental impacts and possible ways to address Climate Change locally.* * *STEM fairs with a focus on Climate Change and its possible solutions.* | |
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| **Lessons Learned:** *(1-2 about CCE teaching practice)*   * lesson 1 - Give more unstructured time to students to engage them in understanding and appreciating nature - to then allow them to mobilize their engagement in Climate Change * lesson 2 - start in the beginning of the school year with outdoor activities, which can be build-on throughout the school year | **Key Resources:** *(1-2 useful for CCE)*   * resource 1 - NASA kids https://climatekids.nasa.gov/ * resource 2 - https://tdsbgeo.maps.arcgis.com/home/index.html |



**Toronto District School Board 2024**  https://www.tdsb.on.ca/environment/