

CETE Y3 WS#2 Nov 25, 2024 1:00-2:30 PM Pacific

Lead by example

changes top down!

meaningful change needs to happen on a larger scale

acting in the best interest of the kids

climate change spreading new illness - asking kids to remember (pandemic)

Be the change you want to see in the world - Gandhi

role modeling - leading my example

Group 1

Bringing in guest speakers - someone deeply embedded in climate change to situate the class into their place. Students can learn the actions they can take towards climate change (makes it more "believable" when a guest speaker speaks on topic)

Taking students outside is important

Making lesson plans built around climate change education

Group 2

Collecting data about the climate (e.g., building snow table, keeping count of cm of snow, measuring precipitation, water levels in creeks/lakes)
Think about how climate change is affecting the weather -> doing it "in service" for the land

Start incorporating ideas into the classrooms to do as GROUPS

DEVELOP CAPACITY TO NOTICE

involving parents
Talking into sustainability means implementing, not just talking about it

TRY TO GET PEOPLE OUTDOORS



Group 3

Notice requires practice, just as any everyday practice



Many things happens at the same time

The teacher has the capacity to des-center the human focus



Set aside one day a week for outdoors activities no matter the weather

Don't make excuses for getting outside



Turn the gaze elsewhere

Connect indoors to outdoors

Experience different seasons and times

Notice!!

Outdoor days!

Change starts with you... Breakout Activity Act 4

Field trips Collaborations Unit plans

What happens Monday?

Lesson plans Activities Partnerships

Breakout Group Tasks

→ Add to Miro → Select a speaker → 1-2 min share

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Give students opportunities to learn about the land and how they can make an impact.

being caretakers of school grounds: show Respect to land for Nov

don't sense that current students are fearful - how are other colleagues' learners feeling

lots of lessons out there - look for them and use them in classroom
being more intentional

classroom as environment

guest speakers and partnerships

weekly challenge - mindful/responsible and/or connected to nature
-like picking up garbage, being mindful of water -sharing responses at end of week -different every week

getting outside - around school, fieldtrips -circle discussion in nature

discussions, asking questions to class about what to do, working with other educators to generate ideas

noticing changes in nature/outside, sharing in a circle

doing a play in drama? specific to what noticed -incorporate real nature in props

Group 4

Group 5

Inquiry project focus: student-led reflective walk

Lesson plan focused on carbon footprint then moving into green energy options using snap circuits (lamenting what is then moving forward in a positive way)



Group 6

Lots of infrastructure in schools being underused (like hydroponics)

having conversations with colleagues - what we can do together to move forward



As we are told to focus on your physical health, sometimes other types of health are lost and contribute to your overall wellbeing

Breakout 1



They are all interconnected

Mental health and physical health are important

Depends on where you are in life

Health does not have to be to a 100% to contribute to overall wellbeing

Social and community health are related to everything!

who is to decide what is the baseline of good health

Act 1
Post Breakout
What kinds of health are Important to you and why?

Photo credit: Laura Rodriguez

Breakout 1

Group 6

Spiritual health --> what does it look like? Seems to be quite different for everyone. Religion, awe, nature, worldview, ontology?

The health of loved ones can impact our own health as well. Is this an example of community or social health?

Mental health - how one feels impacts physical health

Breaking away from scientific bias of physical health and embracing more holistic definitions of health.

Poor air quality, affects breathing and lungs

Social health is important- care for loved ones, connecting with friends, doing healthy activities together or supporting others

Group 5

not really feasible to keep all in mind at one time, but still important to try to keep a greater picture in mind

we tend to focus more on one form of health at a time - about finding balance

everything's intertwined -mental, physical, emotional

mental and emotional seem very important for teachers

very important to keep in mind so you don't hurt the others around you

cyclical, interconnected, holistic -in physical pain, emotional/mental health suffers -mental health suffering,, then physical health tends to suffer too

Group 2

Entering adulthood can cause us to neglect certain areas of our health but can also give us perspective on how to take care of it

Community health: - Brings a sense of humanity and inspiration - Can be part of social health, but community is larger scope

Example: Social health can impact physical, mental, and spiritual health

Physical health, mental health are at top priority now through life experience

Spirituality and social health may be put lower on the hierarchy

Group 1

Forest Fires- displacement, respiratory challenges, loss of land/property, food chains

Climate change brings a lot of mental health challenges

PTSD - Trauma

Group 4

physical health- feeling good and being able to do what I want to do. mental health - very connected to physical health as well. Balance is so important.

health is interconnected

all the 'als' - physical, mental, emotional, spiritual - balanced

Source of health is so important

Act 1
Post Breakout
What kinds of health are Important to you and why?

Photo credit: Laura Rodriguez