

 <https://www.unbc.ca/education/climate-education-teacher-education>

2024 WORKSHOP SERIES

FEELINGS AND ANXIETY

CLIMATE EDUCATION IN TEACHER EDUCATION



Friday October 25, 2024- 1:00-2:30 PM Pacific



Partners and Collaborators



Land Acknowledgment

Traditional Territory Acknowledgement

Since time immemorial, Indigenous peoples have walked gently on the diverse traditional territories where the University of Northern British Columbia community is grateful to live, work, learn, and play.

We are committed to building and nurturing relationships with Indigenous peoples, we acknowledge their traditional lands, and we thank them for their hospitality.

The Prince George campus is situated on the unceded traditional territory of the Lheidli T'enneh First Nation, part of the Dakelh (Carrier) peoples' territory.

The South-Central campus in Quesnel is situated on the unceded traditional territories of the Lhtako Dene Nation, Nazko First Nation, Lhoosk'uz Dené Nation, and Esdilagh First Nation (formerly Alexandria Band). Lhtako, Nazko, and Lhoosk'uz are on traditional Dakelh territory, and Esdilagh is a member of the Tsilhqot'in Nation.



The Northwest campus in Terrace is situated on the unceded traditional Ts'msyen (Tsimshian) territory of the Kitsumkalum and Kitselas First Nation. It includes a satellite campus in the coastal community of Prince Rupert, situated on the unceded traditional Tsimshian territory of the Lax Kw'alaams Band and Metlakatla First Nation.

✦ Flow of Workshop ✦

Act1

**Examining your
feelings**

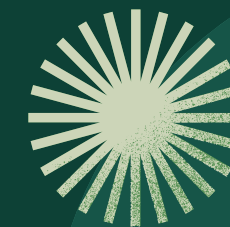
Act 2

**Examining Others'
Feelings**

Act 3

**Examining
Agency**



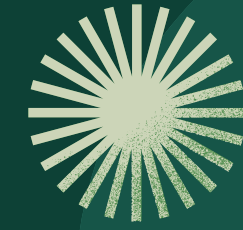


Act 1-Examining Your Feelings

Consideration

**The following series of images are intended to provoke feelings.
As a result, you may feel uncomfortable. We ask that you sit with your feelings.
After, we shall invite you to share your feelings with others, if you so wish.**

Please, do what you need to do to take care of yourself.



Act 1-Examining Your Feelings

**What are your
reactions to the
following photos?**



Earth

Tropical Deforestation – Indonesia



<https://weather.com/science/news/devastating-deforestation-in-borneo>



<https://www.voanews.com/a/deforestation-down-in-indonesia-amid-increases-elsewhere/7153707.html>

Air

Clearer skies of New York City after coronavirus lockdown

Before



May 17, 2019

After



April 21, 2020

Fire

Jasper Maligne Lodge, Banff, AB: before, during, and after wildfire.



<https://ca.news.yahoo.com/jasper-national-park-engulfed-in-flames-shocking-before-and-after-photos-show-famous-maligne-lodge-burning-as-alberta-wildfire-spreads-191228997.html>

<https://calgaryherald.com/news/jasper-wildfire-injured-calgary-hiker-backcountry-rescue>

Water

Farmland and highway roads in Sumas Prairie, B.C.



Earth

Chilcotin River Landslide July 31, 2024



Pre reminder

Breakout Group tasks upon return

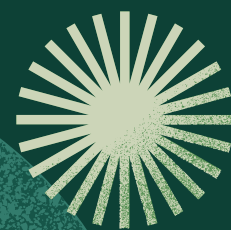
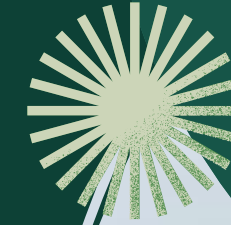


- Write or add photos to Miro Mind Map
- Select a member to be the speaker
- Share out:
1-2 min/group

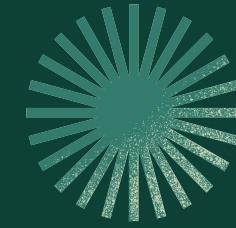




Post Breakout Prompt
**“What were your
reactions to the
photos?”**



Breakout Sharing



“What were your reactions to the photos?”

1-2 min/group

What were the key take aways from your conversations?





Act II- Examining Others' Feelings

Beyond this workshop,
in schools,
with students,
classrooms, colleagues, families, etc....

What have you noticed about how others are feeling about climate change?



Climate Emotions Wheel

How are emotions unequally distributed among humanity?

(Consider geography, personality, culture)

What are the roles of emotions?

(Consider engagement, agency, compassion)

How are emotions and values linked?

(Which emotions might not depend on values?)

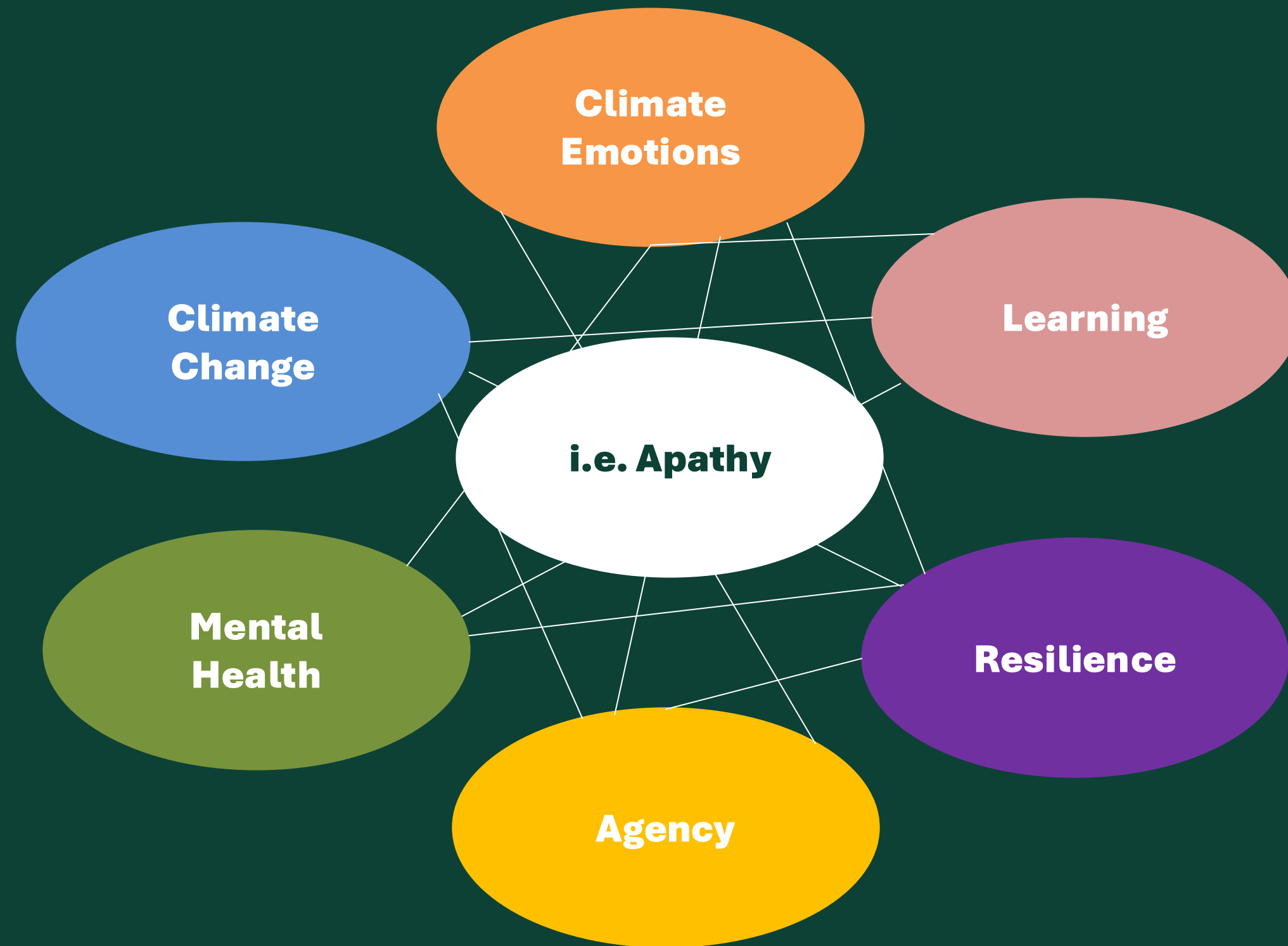
How are emotions connected to learning?

(What might emotionless learning be like?)

Climate Emotions Wheel



How might these concepts interact?





Act III-Examining Agency

What emotions do you sense are linked to these actions?



Diana Beresford-Kroeger wants you to plant a tree and save the world

Oct 4, 2024-
Globe and Mail



Vancouver Climate Strikes

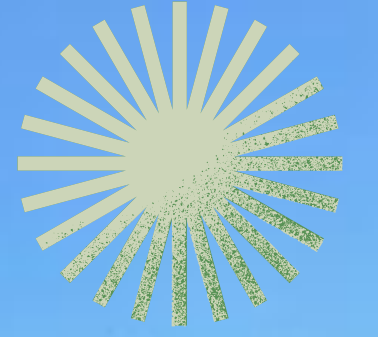
Sept 15, 2023- The Peak



July 17, 2024-
Harbour Air

Going Electric- Harbour Air turns seaplanes into e-planes





Breakout

**What feelings have you
experienced that have provoked
you to act?**



Breakout Sharing

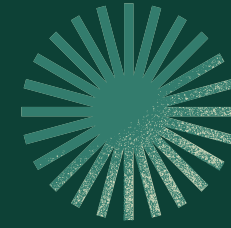
1-2 min/group



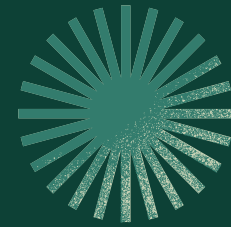
Tipping Points in Practice



Tipping points can be physical, psychological, social, cultural.



Tipping points can affect changes in the individual, in communities, in ecosystems, in societies.



What is a tipping point story from your life as a teacher?



Indigenous Languages and Practice Changes

Dè
Keyoh
Nan
Nuna
Askiy
Aki
Askî
La tayr
Ohútsya?
Yöëdza'

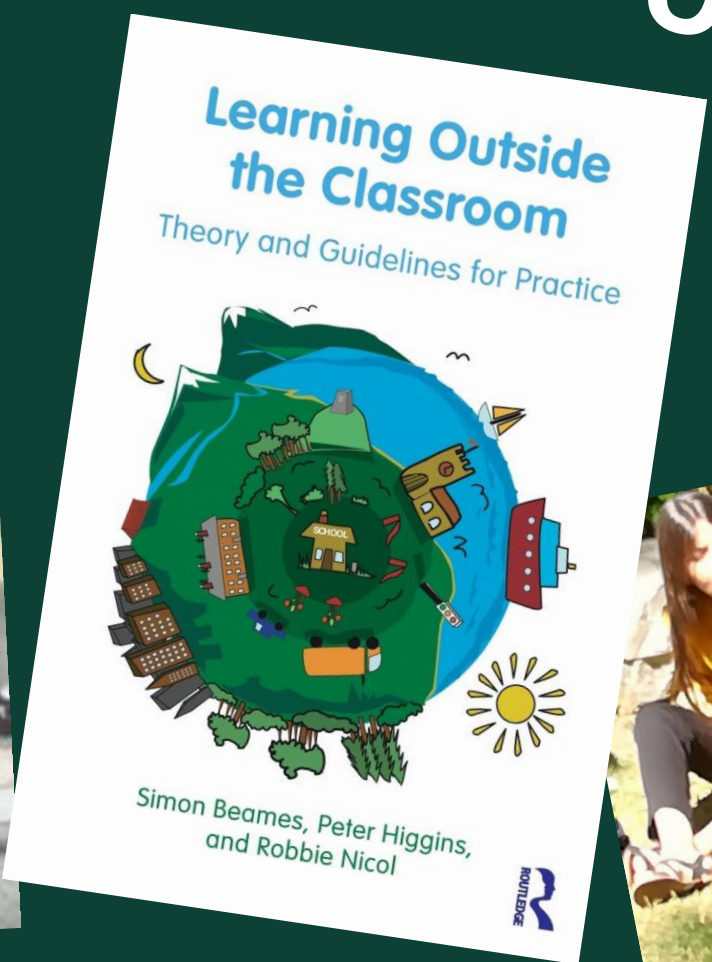
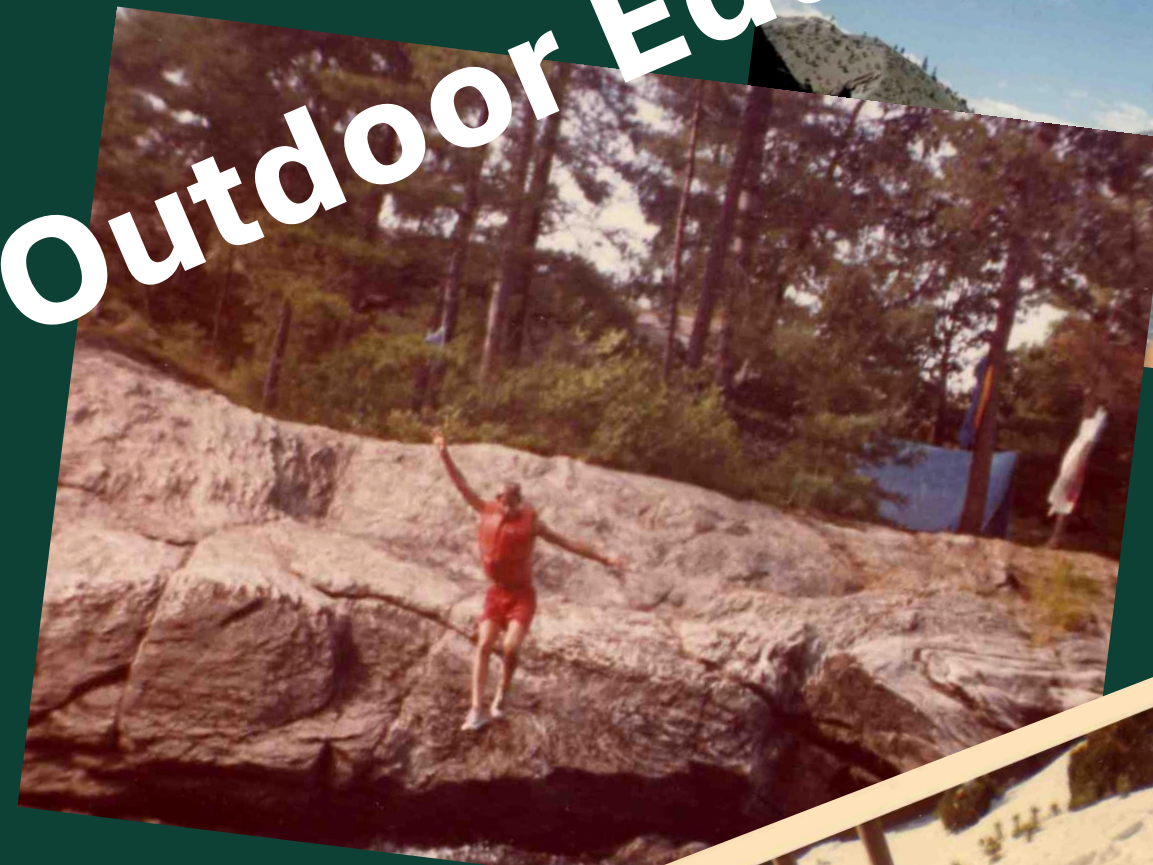
Tlicho
Dakelh
Gwich'in
Inuvialuktun
Nehiyawewin
Anishinaabemowin
Northern Michif
Southern Michif
Oneida
Seneca

Tipping Point

Earth Mother by Maxine Noel, multiple copies, 8" x 6"

Outdoor Education

Outdoor Learning



Tipping Point



✦ Reflective Minute ✦

Reflect on a tipping point from your teaching practice



**What is your
tipping point?**

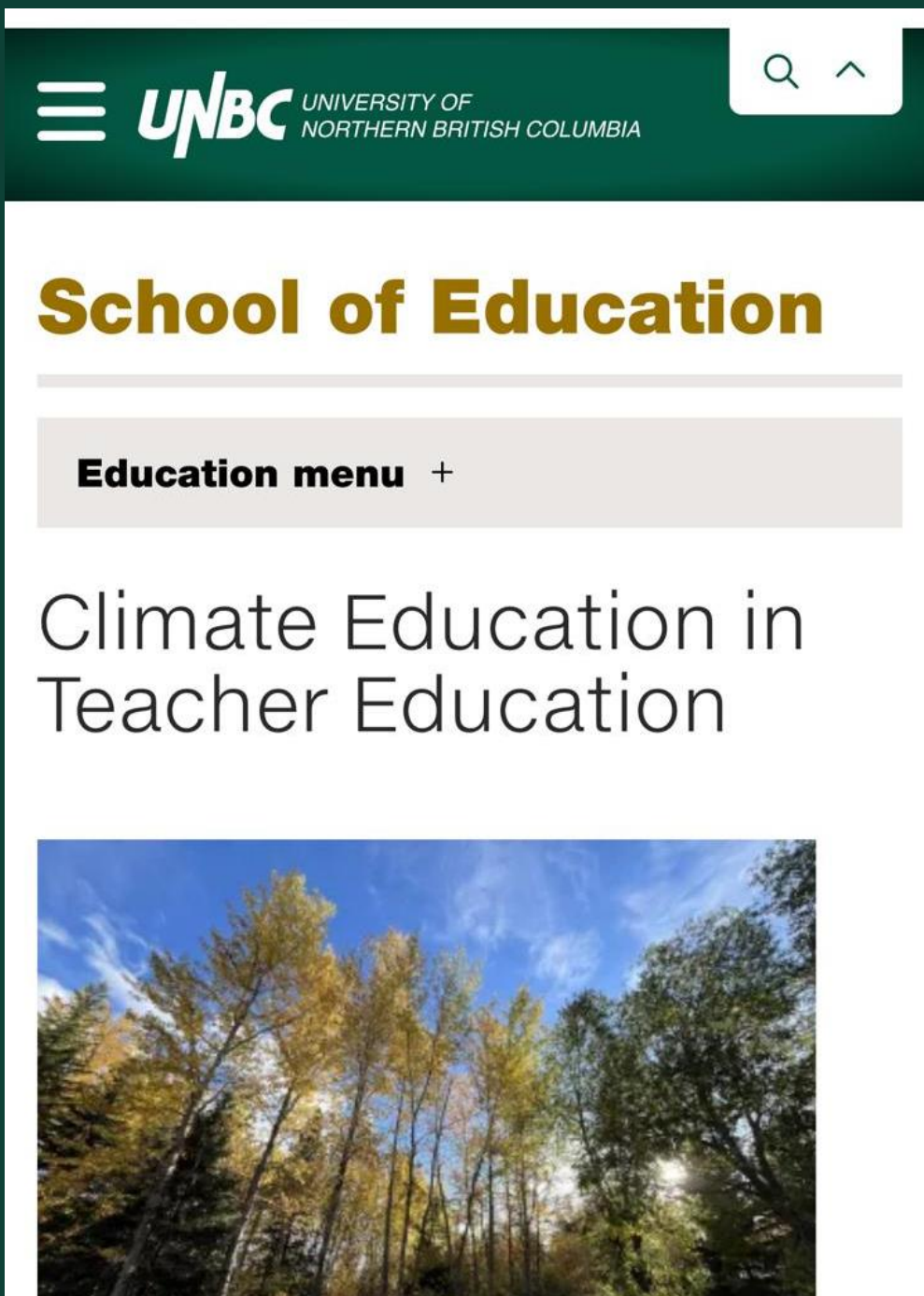
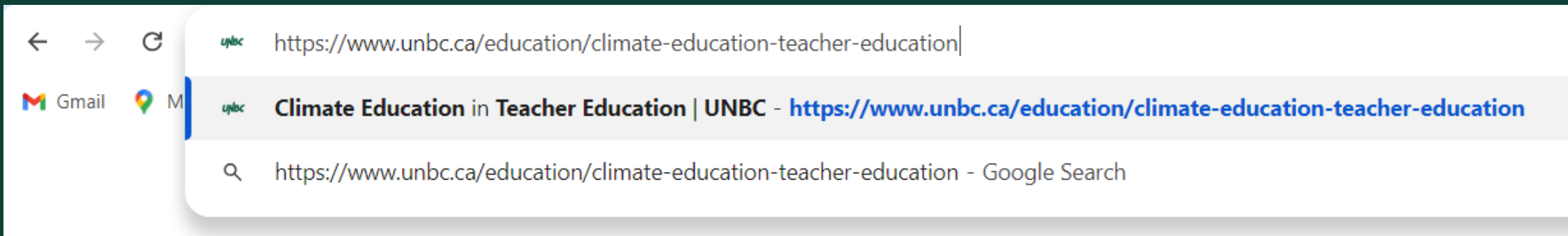


Waterfall Sharing

**What is ONE action
that you will take next
(on Monday)?**

- 1. In chat- type responses
(do not hit return)**
- 2. When we say “waterfall”,
all hit return at same time**

CETE: Webpage Resources



CETE Workshops (March 2023 to June 2023)

- Video 1 - [Interpreting Climate Change](#) - March 14, 2023
- Video 2 - [Aims of Climate Education](#) - April 4, 2023
- Video 3 - [Pedagogy Planning for the Classroom](#) - April 21, 2023
- Video 4 - [Evaluating Your Pedagogy](#) - May 19, 2023

CETE Workshops (September 2023 to June 2024)

- Video 1 - [Interpreting Climate Change: Engaging Through Pedagogy](#) - October 20, 2023
- Video 2 - [From Aims to Means: Climate Education and BC's Curriculum](#) - November 24, 2023
- Video 3 - [Aims and Means to Lesson Planning: Teaching for Climate Action](#) - Jan. 29, 2024
- Video 4 - [Anxiety, Agency, and Action in the Face of Climate Uncertainty](#) - April 26, 2024

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CETE: Webpage Resources continued

Who can participate in the CETE study?

For Pre-Service Teachers:

1. Are you a teacher candidate in the UNBC Teacher Education Program?
2. Are you interested in or concerned about climate change or climate change education?
3. Are you willing to engage in several activities to learn more about climate education and contribute to the professional development of others?

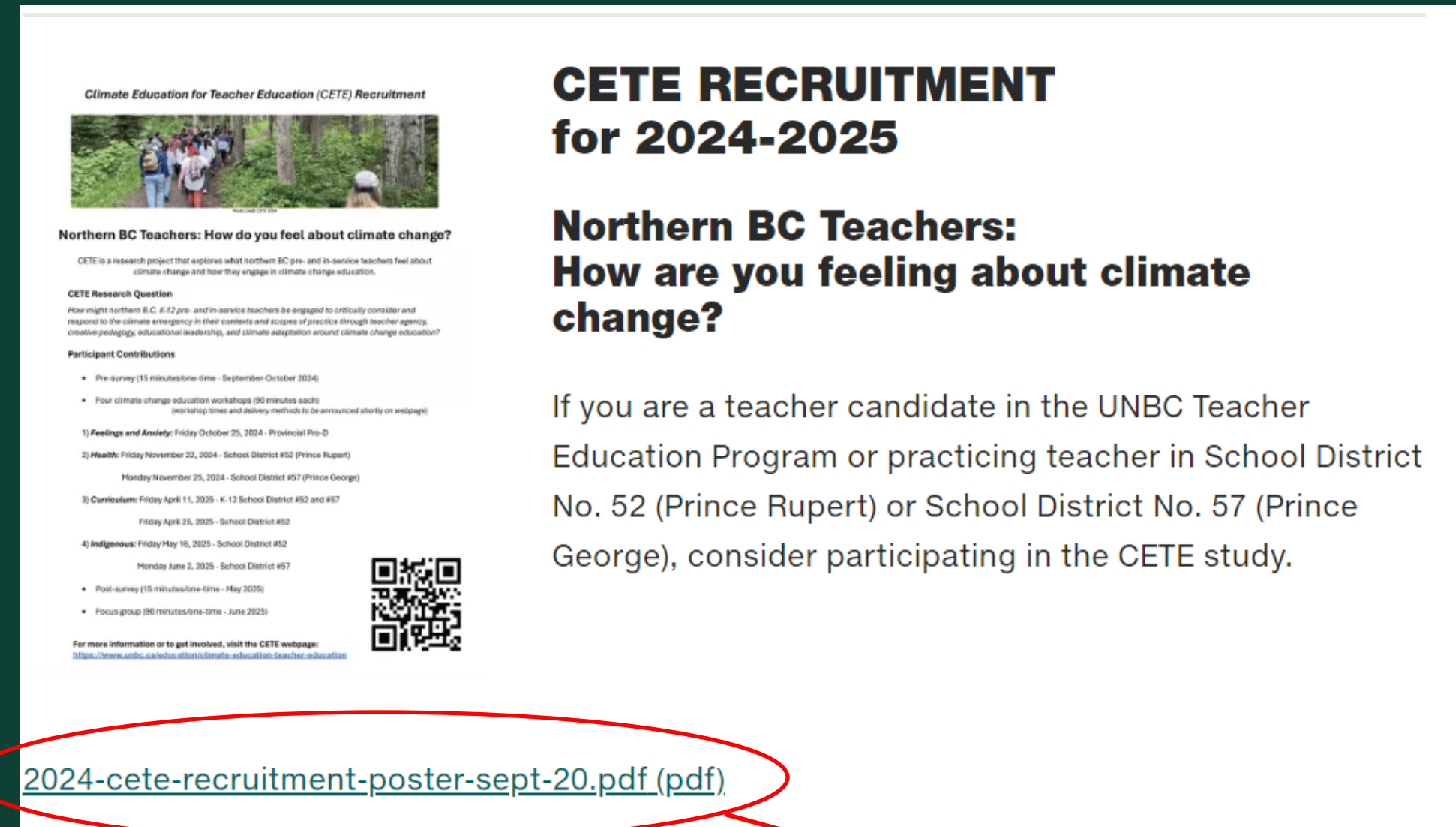
For In-Service Teachers:

1. Are you a practicing teacher in School District 52 (Prince Rupert) or School District 57 (Prince George)?
2. Are you interested in or concerned about climate change or climate change education?
3. Are you willing to engage in several activities to learn more about climate education and contribute to the professional development of others?

If you've answered "yes" to all three questions and would like to participate in the CETE study, please read the [CETE Information Letter and Consent \(pdf\)](#) and take a moment to complete the [Pre-Survey](#). The pre-survey takes approximately 10-20 minutes to complete.

CETE Pre-Survey

Participants Pre-Survey
access



The recruitment poster is titled "Climate Education for Teacher Education (CETE) Recruitment". It features a photograph of a group of people walking on a forest path. The text on the poster includes the title, a research question, and a list of participant contributions. A QR code is located on the right side of the poster. A red circle highlights the link "2024-cete-recruitment-poster-sept-20.pdf (pdf)" at the bottom of the poster, with a red arrow pointing from it to the text "Recruitment poster" on the right.

CETE RECRUITMENT for 2024-2025

Northern BC Teachers: How are you feeling about climate change?

If you are a teacher candidate in the UNBC Teacher Education Program or practicing teacher in School District No. 52 (Prince Rupert) or School District No. 57 (Prince George), consider participating in the CETE study.

[2024-cete-recruitment-poster-sept-20.pdf \(pdf\)](#)

Recruitment poster

CETE Research Project



- Pre-survey (15 minutes/one-time - September-October 2024)
- Four climate change education workshops (90 minutes each) (workshop times and delivery methods to be announced shortly on webpage)

Feelings and Anxiety: Friday October 25, 2024 - Provincial Pro-D

Health: Friday November 22, 2024 - School District #52 (Prince Rupert)
Monday November 25, 2024 - School District #57 (Prince George)

Curriculum: Friday April 11, 2025 - K-12 School District #52 and #57
Friday April 25, 2025 - School District #52

Indigenous: Friday May 16, 2025 - School District #52
Monday June 2, 2025 - School District #57

- Post-survey (15 minutes/one-time - May 2025)
- Focus group (90 minutes/one-time - June 2025)

Upon completion of all the activities, participants will receive a \$25.00 certificate



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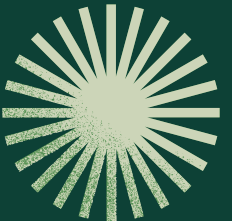




Partners and Collaborators



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Research Team

- Dr. Hartley Banack
- Dr. Alexander Lautensach
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- Dr. David Litz
- Dr. Joanie Crandall
- Glen Thielmann
- Janet Ocloo
- Laura Rodriguez Galarza



For more information about CETE, please contact Dr. Hartley Banack by email at hart.banack@unbc.ca