



THE UNIVERSITY OF BRITISH COLUMBIA

Sustainability Hub

CLIMATE-KIND PEDAGOGY (CKP)

Cultivating climate justice-informed approaches and kindness within educational curriculums.

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**EXECUTIVE
SUMMARY**

DISCLAIMER & LAND ACKNOWLEDGMENT

This report was produced as part of the UBC Sustainability Scholars Program, a partnership between the University of British Columbia and various local governments and organizations in support of providing graduate students with opportunities to do applied research on projects that advance sustainability across the region.

This project was conducted under the mentorship of the Sustainability Hub staff. The opinions and recommendations in this report and any errors are those of the author and do not necessarily reflect the views of the Sustainability Hub or the University of British Columbia.

The author acknowledges that the work for this project took place on the unceded ancestral lands of the *xwməθkwəyəm* (Musqueam), *Skwxwú7mesh* (Squamish), *Stó:lō* and *Səlílwətaʔ/Selilwítlh* (Tsleil- Waututh) Nations.



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INTRODUCTION

This report serves as a comprehensive overview of my work with the Sustainability Hub that focuses on integrating the Climate Kind Pedagogy (CKP) framework into educational curriculums. This report is a personal account of my efforts, each contributing to the larger goal of infusing climate awareness and kindness into learning.

Throughout my term, I was able to design consultation assets for discussions with faculty and organizations aimed at further validating the CKP framework.

I also completed a BREB application that will allow for the evaluation of the CKP's impact on students' learning experience. This necessitated the development of evaluation strategy comprising tools like questionnaires, focus group prompts, interview questions, and observation methods.

The majority of time was spent redesigning the course EDCP 438: Science Education – Implications for the Natural World for Secondary Science Teachers immersed in the CKP framework. This redesign is not just about a course change; it is about envisioning a climate-conscious, kind curriculum. Throughout, I was able to populate the CKP toolkit, with the ultimate goal of providing adaptable educational resources for educators.

Finally, I was able to collect feedback from participants in EDCP 328 (a course that embedded CKP principles) through a focus group. Their insights added practicality and relevance, further informing the CKP Framework and toolkit.

BACKGROUND

The climate and nature emergency demands a new approach to teaching - Educators face the challenge of engaging students in climate discussions while navigating emotional complexities and future uncertainties.

The Climate Kind Pedagogy (CKP) framework was designed to offer an interdisciplinary approach to climate education - It goes beyond Western ideologies and embraces alternative worldviews for effective and inclusive climate and science education with a message of hope and goals of socio-political and community action.

The large aim of the project is to establish an adaptable framework and toolkit for educators to increase learner engagement and awareness about the climate emergency - this phase of the project aimed at revising an education course in the UBC Bachelor of Education (BEd) program by integrating the CKP framework and evaluating its impact.



CKP Framework Foundational

Values:

1. **Trust**
2. **Justice**
3. **Resilience**
4. **Equity**
5. **Interconnections**
6. **Relationships**

PROJECT PROGRESS

In phase 1 of the project, the Climate-Kind Pedagogy (CKP) framework was developed through research on existing frameworks and successful approaches to teaching climate and sustainability education.

During the current phase, the focus was on evaluation and utilization of the CKP framework. My work consisted of first: refining the framework by implementing tools and strategies for evaluating its effectiveness and impact, and second: redesigning an education course in the UBC BEd program using CKP principles as its foundation.

Below are the deliverables from phase 2 of the project:

DELIVERABLE	ACTIVITY
BREB Application and Evaluation Strategy	Adapt existing evaluation strategy by developing tools including questionnaires, focus group prompts, interview questions and in-class observation procedures
Consultation Assets Development	Develop a visual presentation with key features of the CKP framework for consultations with key stakeholders
Redesign of EDCP438 using CKP Framework	Develop course syllabus with individual modules including experiences, assignments, readings, and assessment using the CKP framework
Collect data from EDCP328 students	Gather data from students engaging with CKP elements through a focus group

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01 — Evaluation Strategy

I worked on developing tools and strategies to evaluate the CKP Framework. These served as the basis for the BREB application and consisted of:

- **Survey Questionnaires:** To compare participants' perceptions before and after engaging with the CKP Framework. The pre and post assessments were adapted from other validated instruments and were aimed at:
 - Assessing how participants perceive their confidence and competence in six of the key sustainability competency areas: Self-awareness, Systems Thinking, Anticipatory, Normative, Collaboration and Strategic Application ([UNESCO, 2017](#)).
 - Understanding the association between aspects of the psychosocial learning environment and students' learning and well-being outcomes (i.e., social connectedness, autonomy, competence, self-esteem, sense of purpose and hope, and positive emotions) in the CKP-infused course(s) ([Zandvliet, Stanton & Dhaliwal, 2019](#)) and;
 - Exploring students' sense of belonging in the CKP-infused course(s) pertaining to their relationship with their peers (student/peer) and their relationship with the instructor (student/faculty) ([Hoffman et al., 2002–2003](#) as cited in [Tovar & Simon, 2010](#)).
- **Focus Group Prompts:** To determine how effectively the foundational values of CKP were infused into the redesigned course and to conceptualize learners' perception and experience in the given course. The prompts focused on 3 key areas: Pedagogy, Curriculum and Engagement.
- **Interview Questions:** to dive deeper into learners' perceptions about the course and their experience with the CKP framework. The questions were formulated to allow room for learners to share personal accounts while engaging with CKP and the course as a whole.
- **In-Class Observation Procedure:** To observe how the instructor and students engage with the CKP framework and among each other in real-time within the classroom setting. The observations would highlight areas where the pedagogical approach can be enhanced. This can be done by identifying aspects such as student participation, learning activities, use of instructional resources, or opportunities for inclusive teaching that could be further developed or modified.

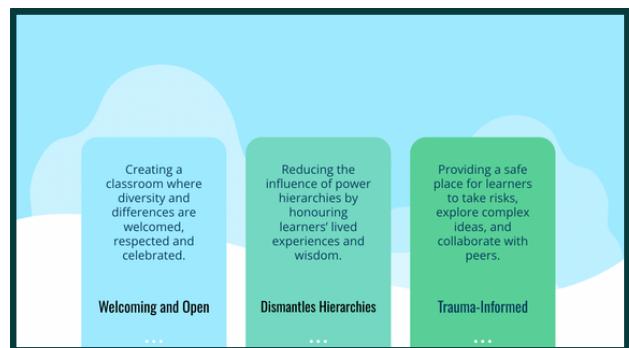
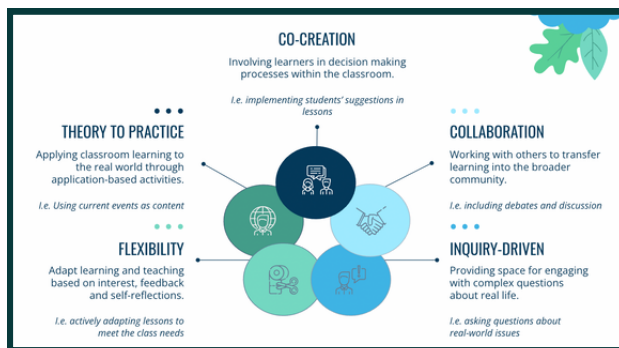
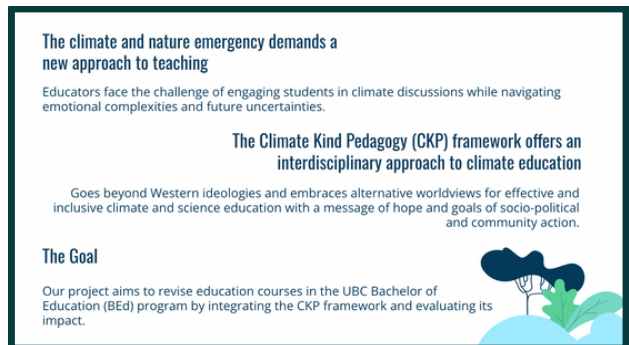
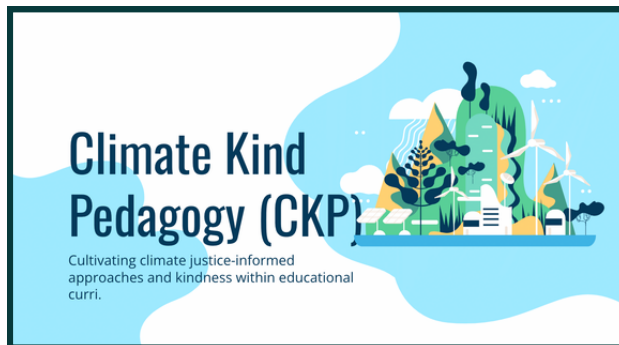
SUMMARY

02 — Consultation Assets

As part of the evaluation strategy, consultation meetings with key faculty members and organizations will be held to validate the CKP framework. This includes working with UBC faculty members, who have successfully integrated some of these approaches into their teaching practice, in addition to reaching out to local and global organizations entrenched in this work.

As part of my work, I developed consultation assets in the form of powerpoint slides covering the key features of the CKP framework to be presented during meetings with stakeholders. These assets covered the background and context, foundational values, syllabus and planning, teacher attitudes, tools, evaluation strategy and expected outcomes pertaining to the CKP framework.

Below are snapshots of the developed assets I worked on during my term:



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03 — Course Redesign

The bulk of my work focused on redesigning EDCP438 - Science Education – Implications for the Natural World for Secondary Science Teachers to infuse the CKP framework. This course will be offered to teacher candidates in the BEd program. The course redesign process entailed developing a syllabus that follows an interdisciplinary climate and kindness approach to include inclusive course philosophy and sustainability-focused readings, activities, discussions, and assessment. Throughout my work, I did extensive research and readings to help design course experiences that inform and inspire learners to develop connection, knowledge, and an ethic of kindness that enables them to take action on climate emergency.

Readings: the course resources were meticulously selected to reflect the foundational values of CKP and to cover the scientific as well as the social implications of climate change. Through the course readings, learners are given multi-media options to discover the key concept discussed in a format that is conducive to their individual learning needs.

Activities: Each module is equipped with various application-based activities where learners get to apply their classroom learning to the real world. This ensures that they are able to relate to the complex topics discussed in a way that feels relevant and practical to them and their lives.

Discussions: Learners get the chance to constantly engage in meaningful conversations that allow them to collaborate with others on transferring learning into the broader community. The inquiry-driven discussions provide learners with the space for engaging with complex questions about real life.

Assessment: this consists of both formative and summative assessments. The goal of assessment is not only to evaluate student learning achievement, skills and knowledge over the course, but to also provide space for feedback, monitor learning, and identify gaps in knowledge or experience. Formative assessment approaches allow instructors to adjust instruction, content or techniques based on learners' experience.

The course was divided into 12 modules each with its own set of readings, activities, discussion prompts and assessments. The modules focused on themes such as the scientific consensus on climate change, decolonization, climate justice and equity, and addressing emotions related to climate change, among others. The course modules were developed not only to help teacher candidates understand the issue of modern climate change, but to reflect on their relationship and feelings related to it.

From Where I Am	Cultivating climate connections and discussing positionality
An Inconvenient Truth	Climate change, its causes, and impacts in our modern society
Show Me the Numbers	Scientific consensus on climate change and its implications
Science meets Society	Complex social and cultural implication of climate change
Climate Storytelling	Beliefs, perceptions and stories about Climate Change
Is it True?	The role of media in shaping public opinion and climate action
CC Justice & Ethics	Responsibility and distribution of Climate change burdens
We are Doomed!	Exploring the concepts of Ecological Grief and Climate anxiety
Place-based Education	Fostering connections to the land and local environment
Land Back	Decolonizing Climate Change Education
Find your Hope Spot	How to find hope and optimism amidst a changing world
Be a Hummingbird	Creating and inspiring change in the local community & beyond

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04 — Data Collection

Another aspect of my work was to evaluate EDCP328, a course already utilizing the CKP framework. I conducted a focus group session on the last day of the course in July 2023. Throughout the session, I got to hear from students on their experience in the course and dive deeper into their perceptions about various elements of the CKP framework. The data collected will be used to further refine the CKP framework and the course redesign process.

Below is a summary of insights that emerged from the focus group data:

On pedagogy:

The community-based approach, which encouraged learning from different perspectives and experiences, was particularly well-received. Some participants suggested incorporating multi-modal delivery of readings, such as videos or podcasts, to cater to diverse learning preferences. The course's emphasis on outdoor and collaborative learning provided students with more opportunities to engage with the material in real-world contexts. Less reliance on traditional lectures and more hands-on learning was appreciated. Students valued the agency and inquiry-based learning, empowering them to explore their passions and interests. Additionally, the course's cooperative learning environment allowed students to demonstrate their learning in various ways. Overall, the pedagogical approach of the course fostered a student-centered and active learning environment, leading to meaningful and enjoyable learning experiences.

On agency:

Participants mentioned instances where they felt empowered to make choices, such as selecting topics, forming groups, and deciding whether to share personal experiences directly. The "Teach-ins" emerged as a learner-directed activity that offered a sense of control and autonomy. The freedom to choose topics and approaches for assignments, especially the final presentation, was appreciated by many learners. The eco-philosophy assignment and SDG teach-ins were particularly highlighted as opportunities where students felt they had control over their learning. Overall, the course's emphasis on co-creation and autonomy allowed students to express their ideas freely and engage meaningfully with the material, fostering a positive learning environment.

NEXT STEPS

Over the next period, the focus will be on getting the framework out there as much as possible in order to truly evaluate its impact. This will lead to further validation of the framework and population of the CKP toolkit with resources and activities.



01 — Completion of Course Redesign

The course is projected to be offered in the winter 2 or summer 1 semester. So, over the next few months, the goal will be to finish developing all 12 modules with content, activities, and assessments. Ideally, some of the module activities can be tested to ensure their effectiveness.



02 — Design of CKP Toolkit

This will remain an ongoing project as we develop the course modules and update the framework. As part of the toolkit, we are hoping to provide educators with subject area examples of how to incorporate CKP and climate change education into their different teaching areas.



03 — Data Collection and Analysis

Once the BREB application has been approved, we will start formally collecting data from students and instructors using the CKP framework. This will provide insight and inform best practices into using CKP in the classroom.

CONTACT

This work is an important step towards not only transforming the way we learn but also fostering a generation of informed educators who are equipped to champion climate justice in their classroom and beyond.

“In the end, we will conserve only what we love, we will love only what we understand, and we will understand only what we are taught.”

- *Baba Dioum*

Get in Touch

For any questions on anything related to this report or the work on the CKP framework in general, please don't hesitate to reach out!

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