



## ***Stories of Climate Change Education***

*Toronto District School Board - Climate Literacy & Leadership Program*

# **Yes We Can! Planning for Cross-Curricular Climate Change Education**

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### **Learning Outcomes:**

- This inquiry focused on how a small group of concerned teachers might facilitate cross-curricular collaboration in our Grade 9 Art, English, Geography, and Science classes in order to map out and plan for quality climate change education (CCE).

### **Climate Concepts:**

Based on our reflections of the work we are currently engaged in, and our hopes for creating critical CCE, we decided to focus our cross-curricular planning around four central themes:

- The importance of our relationships with the land
- Moving from climate anxiety to climate justice
- Analyzing extractivism and settler colonialism
- Creating a community garden space

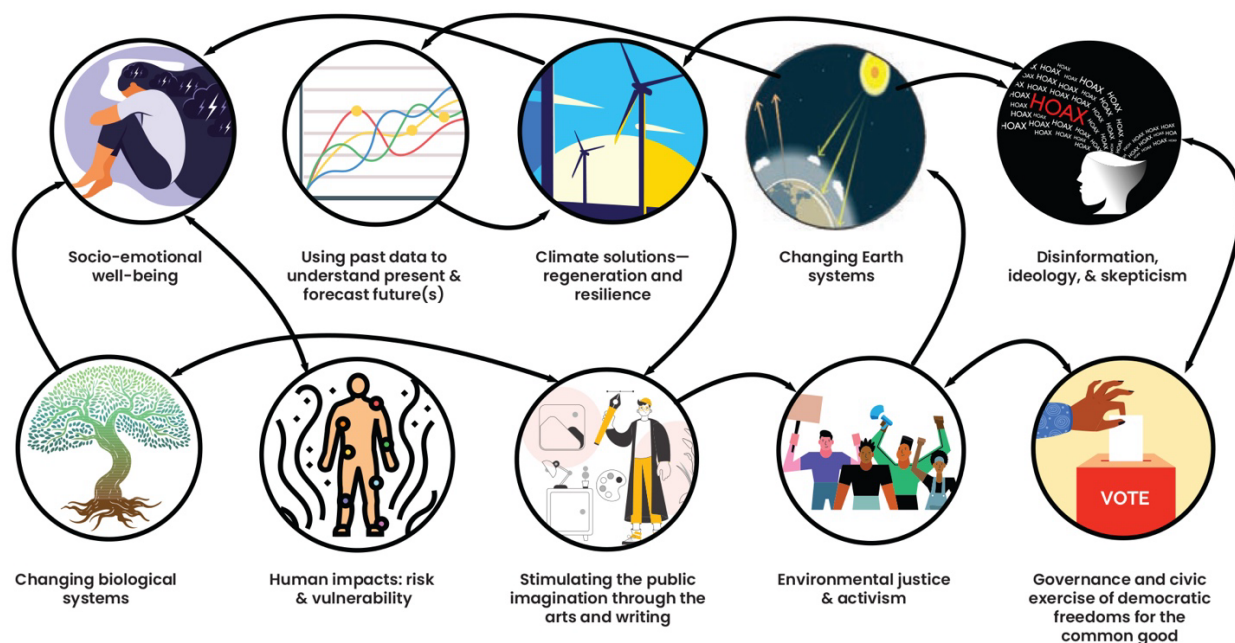
### **Learning Activities:**

Working collaboratively with our school administration for release time, we created a space for professional learning and reflection to work on enhancing cross-curricular CCE at the school. This allowed us the opportunity to do a critical read of the ASCD article, "[We Can All Teach Climate Change](#)", which provided the space to dialogue about the what, why, and how of CCE.

We then mapped out the work we are currently engaged in our respective courses and used this as a springboard into our planning for more intentional cross-curricular work. From here we honed in on four key themes that are relevant to our courses and to doing critical CCE (see climate concepts above).

We also made connections between this work and our ongoing TRC work by incorporating the [First Peoples Principles of Learning](#) into our plans.

**FIGURE 1. Everything About Climate Change Ties into Learning**



Source: Mark Windschitl

*Note:* This diagram illustrates how key aspects of the reality of climate change—and skills students will need to confront climate change—relate to each other. These realities and skills also tie into content taught in traditional K–12 classes, like English language arts, math, science, social studies/civics, the visual and performing arts, and to broader school efforts to lift students’ social-emotional well-being.

## Lessons Learned:

- Never underestimate the potential for a small group of concerned teachers to develop and facilitate their own professional learning with a focus on improving the learning outcomes for students around climate change education.

## Key Resources:

- First Nations Education Steering Committee. (2025). *First Peoples Principles of Learning*. <https://www.fnesc.ca/first-peoples-principles-of-learning/>
- Windschitl, M. (2024). We Can All Teach Climate Change. *ASCD*. (81)7. <https://www.ascd.org/el/articles/we-can-all-teach-climate-change>