

JUDGING CRITERIA FOR THE THREE FORED BC LESSON PLAN CONTEST WINNERS:

Diversity: (20%)

- Ideally, ensure the winners reflect broad regional diversity (i.e. Lower Mainland, or Northern Interior, Southern Interior or Vancouver Island) and be representative of public, independent schools, NGOs or BC-accredited distance learning groups.
- Previous winners of FORED lesson plan contest are ineligible.
- One winner from each of the three educational grade categories, primary (K-3), intermediate (4-7) and secondary (8-12). To be clear, this isn't three winners in each grade category but three winners overall.

Composition: (60%)

- Supports the principles of sustainability in natural resources management: "meeting our own needs without compromising the ability of future generations to meet their own needs. Integrates environmental, economic and social considerations."
- Free to access (no paywall or membership) in its internet links, abides by copyright guidelines.
- British Columbian or Canadian authorship within the last 10 years.
- Clear lesson objectives with grade levels and cross-curricular subject learning outcomes specified.
- Contains inclusive language and special needs adaptations.
- Offers culturally appropriate Indigenous content.
- Has engaging, hands-on activities, easy for new teachers especially to implement.
- Helps students make connections between what they learn and its practical application in their lives.
- Encourages critical reflection on a range of perspectives.
- Provides assessment and evaluation strategies.

Career and Technology Applications: (20%)

- Encourages students to explore careers and/or post-secondary education.
- Supports teachers and students through learning opportunities to develop information technology and media literacy skills.

REFERENCES: Resources used for Judging Criteria & Evaluation of Lesson Plans

-[Solution Tree Education Canada](#)

-[UBC Secondary lesson plans](#) design guidelines and [UBC evaluation of lesson plans](#)

-[Educational Resources Acquisition Consortium \(BC\)](#)

-BCTF New Teachers handbook [pages 1](#) and [2](#):

-[BCIT](#)

-[BC GREEN GAMES](#)

-[Environmental Learning and Experience](#): an Inter-disciplinary Guide for Teachers (taken from Environmental Concepts in the Classroom).

Some continued issues for consideration and discussion around the idea of sustainability include:

stewardship; shared responsibility; short- and long-term consequences; waste management; socially responsible and ethical economics; conservation and restoration of the environment; energy and resource management; the relationship of technology and innovation to the environment; global awareness; and international responsibility.

Suggestions for Practice The following are useful to consider in the design of learning experiences for students, as learning should:

- ***encourage the integration of subjects/multidisciplinary approaches***
Environmental education may be viewed to be an example of cross-curricular or integrated learning.
- ***encourage critical reflection on a range of perspectives***
Education provides a range of perspectives and viewpoints. It is important to provide the tools to think critically and to analyze issues from multiple perspectives.
- ***examine issues for their currency and authenticity***
In the study of issues and concerns related to the environment, it is important to stay current and have students engage with issues relevant to their communities.
- ***acknowledge aboriginal perspectives***
In learning about environmental issues, the First Peoples Traditional Ecological Knowledge (TEK) of specific landscapes, regions or ecologies can be an important component of culturally appropriate and responsive, environmental education.
- ***acknowledge other perspectives***
B.C. is a multicultural province, and there are diverse perspectives on the environment, other than those of Euro-Canadians. It is important that other cultural and religious perspectives are acknowledged, respected and analyzed in terms of their implications for issues.
- ***consider the place of action***
It is important for students to understand the variety of ways in which action can take place and the consequences of those actions on the environment.
- ***consider issues from both local and global perspectives***
While the majority of environmental education activity will be focused locally, there is great need for a global perspective. Actions taken at a local level have global ramifications that should also be considered when making decisions.
- ***occur within a context of hope***
Thinking and communicating about the environment sometimes focuses on extreme “doom and gloom” scenarios for the future of the planet. Teachers should encourage a more positive outlook and focus on the challenge and excitement of exploring solutions to complex problems.
- ***encourage humility***
One aspect of the human world view that has contributed to many of our environmental problems is the idea that nature should be controlled by humans. Humility can help us understand how we can live in balance with nature and how individual actions can make a difference.