WELCOME!
The BIG Questions

By the end of grade 9 geography, what are the BIG questions that you would like students to answer?

- Enduring understandings, meaningful thoughts, ‘true’ geography.

- You are invited to do this individually, with a partner, or as a small group.
Learning for a Sustainable Future

Mission: to promote, through education, the knowledge, skills, perspectives and practices essential to a sustainable future

- National, bilingual, non-profit, founded in 1991
- Partners with businesses, non-profit organizations, educators, students, and governments across Canada
- Head office at York University in Toronto

www.lsf-lst.ca
Education for Sustainable Development provides a framework for otherwise isolated issues.
6 exceptional geographers from across YRDSB

1 week in summer:
- Examine goals of gr 9 geography
- Identify theme/thread for course
- Build on existing units—develop a 2-4 day module for each unit that connects content of unit to thread for course

4 evenings throughout semester to debrief and prepare

Revise and share in semester 2 and onward
YRDSB/LSF Team Questions

- How is everything connected?
- Should you care about others?
- Are the current relationships (among…) able to persist?
- Are these relationships fair?
- Can you change the status quo?
The power of putting Geography into a CONTEXT.
The example of HHSS

Roughly 60 activities that we use in a semester of Grade 9 geography.

When HHSS department put activities through the filter of the 5 LSF questions…:
- 42 lessons had a strong connection to at least two or more of the 5 LSF questions.
- 9 activities had weak, or loose connection to at least one of the 5 questions
- 9 activities had no connection to the 5 LSF questions
42 lessons had a strong connection to at least two or more of the 5 LSF questions.

When teaching these lessons, focus could be given to the areas of existing strength

- do you notice any connections between immigration and trade? Should Canadians care about these important relationship? Should we encourage and sustain these relationships? Why bother?
Weak or loose connection

- 9 activities had weak, or loose connection to at least one of the 5 questions
- These lessons were examined on the basis of validity in the unit and course.
- Mostly changes were made to increase the effectiveness and focus of what was being taught, and why.
No connection

- 9 activities had no connection to the 5 LSF questions
- Upon review, these were the lessons that we knew were our ‘weakest’, less meaningful lessons.
- Usually included because we ‘liked’ them, or had simply taught them for long enough that we liked them
The Lens

- Important to understand that the conventional ‘lens’ shapes the way we see:
  - Our place
  - Immigration
  - Natural Resources
  - Global citizenship…etc.

- Opener: 4 Photos activity or Youtube video
- Examine conventional lens & assess
- Examine alternative lenses (eg. traditional aboriginal)
- Create own lens (retain, mix and match, create…)
- Experiment with the new lens
What is Fair?

- Put students in a situation that the facilitator deems to be ‘unfair’
- Ask provocative questions including:
  1. Choose a person that you know benefited more than most people in the activity. How do you think this activity felt for her/him?
  2. If you did not think the activity was fair, what would need to happen in order to make the activity fair?
  3. If you did think the activity was fair, describe a situation that you have been in that you felt was not fair. What specific aspects of the situation made it unfair?
  4. CREATE YOUR OWN DEFINITION OF WHAT IT MEANS FOR A SITUATION TO BE FAIR.
  5. On your own, try out your definition by applying it to the situations below. Revise your definition as necessary.
OUR Big Questions Today

Collated questions from audience responses to first activity
On the back of your card with the 5 LSF questions, please add any of the questions we came up with today or create new ones...
Try THIS!

While you are spending the day as an active geographer, use your card as a personal FILTER.
The Filter

How are the knowledge, skills, attitudes, practices we are learning going to help us to cultivate the development of excellent geographers?
How is the content of our discussions going to enable us to answer these questions next week in our classes?
Contact Us!

William.havercroft@yrdsb.on.ca

tburgess@lsf-lst.ca

www.lsf-lst.ca

We would love to share our resources and hear about your experiences with them!