

The Climate-Integrated Design Process (CIDP)

Integrating Climate- and Environmental Justice Issues into Lesson Plans

CIDP Workbook

Developed by Unbounded Alliance

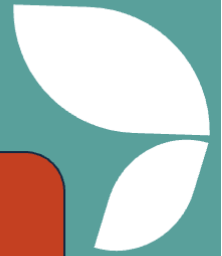
Your name: _____

Date: _____

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A climate-integrated design process for educators



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STEP 1
Identify climate & environmental justice issues relevant to your context

STEP 2
Identify learning outcomes aligned with academic standards

STEP 3
Identify your academic entry point to connect the CJ/EJ issues

STEP 4
Design your CJ/EJ integrated lesson plan

CIDP**

Guiding questions:

1. How does climate/environmental justice impact your country/city/community?
2. What are the consequences of these climate impacts?
3. Are there inequities that are worsened or created by them?

Guiding questions:

1. What are the learning standards that align?
2. What are the desired cognitive learning outcomes?
3. What are the desired socioemotional learning outcomes?
4. What are the desired behavioral learning outcomes?

Guiding questions:

1. How can you teach this through a climate mitigation lens?
2. How can you teach this through a climate adaptation lens?
3. How can you teach through a climate/environmental justice lens?
4. How can you teach this through a resilience lens?

Guiding questions:

1. What CJ/EJ issues am I trying to teach?
2. What are the academic standards that I can connect to?
3. What are the desired learning outcomes for teaching about the CJ/EJ issue?
4. What academic entry points can I teach these issues through?

* Pihen González, 2021 | ** Kwauk, Pettee, and Villalpando Páez, 2023

NOTE: Each step in the CIDP takes you through a design process that centers systems thinking, justice, and transformative education principles that promote both social and planetary wellbeing. While the process is presented in a linear fashion, it is iterative and can be started, repeated or returned to at any step that makes sense for your design needs. These steps can be applied to a single lesson or an entire academic unit or school year!

Step 1: Identifying climate & environmental justice issues & impacts

Fill in your response to the guiding question under the “Your Response” column. Add resources and links under “Suggested Resources” that you might need to research for additional information, that you can use in the classroom as teaching and learning aids, etc.

Guiding Questions for Step 1	Suggested Resources	Your Response
1. How does climate & environmental justice impact your county, city, or community?		
2. What are the consequences of these climate impacts? <i>(consider how they may impact people, the built environment, the natural world, and other species)</i>		
3. Are there inequities that are worsened or created by these impacts?		

Questions / Ideas / Notes from Step 1 Brainstorm

Step 2: Align desired learning outcomes with academic standards

1. Identify relevant academic standards: Review your existing curricular framework, national standards, curriculum competencies, or course syllabus, lesson plan, or teaching and learning activity objectives—depending on your needs. In the box below, write down what the existing targeted learning outcomes and/or academic standards are. You'll revisit this list later.

Academic Standards:

2. Brainstorm climate-oriented learning outcomes: Leaving the academic standards aside for a moment, think just about your climate and/or environmental justice issue. What are some learning outcomes you think should be targeted? Fill in your response to guiding questions #2.1 – 2.3 under the “Your Response” column.
3. Connect the dots: Compare your climate-oriented learning outcomes to the academic standards identified in your response to question #1, above. Consider guiding question #2.4 and fill in your responses in the fourth column. Add resources and links under “Suggested Resources” that you might need to research for additional information, that you can use in the classroom as teaching and learning aids, etc.

Guiding Questions for Step 2	Suggested Resources	Your Response	2.4. What are the academic standards that align?
3.1. What are the desired cognitive learning outcomes about the climate- and/or environmental justice issue?			
3.2. What are the desired social and emotional learning outcomes about the climate- and/or environmental justice issue?			
3.3. What are the desired behavioral learning outcomes about the climate- and/or environmental justice issue?			

Questions / Ideas / Notes from Step 2 Brainstorm

Climate Action



Step 3: Identify and connect the climate/environmental justice issue to your academic entry point

1. Identify the opportunity for integration: Review your existing curriculum, course syllabus, lesson plan, or teaching and learning activity—depending on the amount of time or the number of opportunities you have for climate-integrated teaching. Identify the unit, topic, or activity that you would like to integrate the climate/environmental justice topic into. In the box below, write down what the unit(s) or lesson plan topic(s) is. This is your entry point for integration.

Existing Unit Topic:

2. Make the climate connection: Fill in your response to the guiding questions under the “Your Response” column. Add resources and links under “Suggested Resources” that you might need to research for additional information, that you can use in the classroom as teaching and learning aids, etc.

Guiding Questions for Step 3	Suggested Resources	Your Response
2.1. How can you use this entry point to teach about your climate- and/or environmental justice issue through a climate mitigation lens?		
2.2. How can you use this entry point to teach about your climate- and/or environmental justice issue through a climate adaptation/resilience lens?		
2.3. How can you use this entry point to teach about the climate- and/or environmental issue through a justice lens?		

Questions / Ideas / Notes from Step 3 Brainstorm

Step 4a: Design your climate-integrated lesson plan

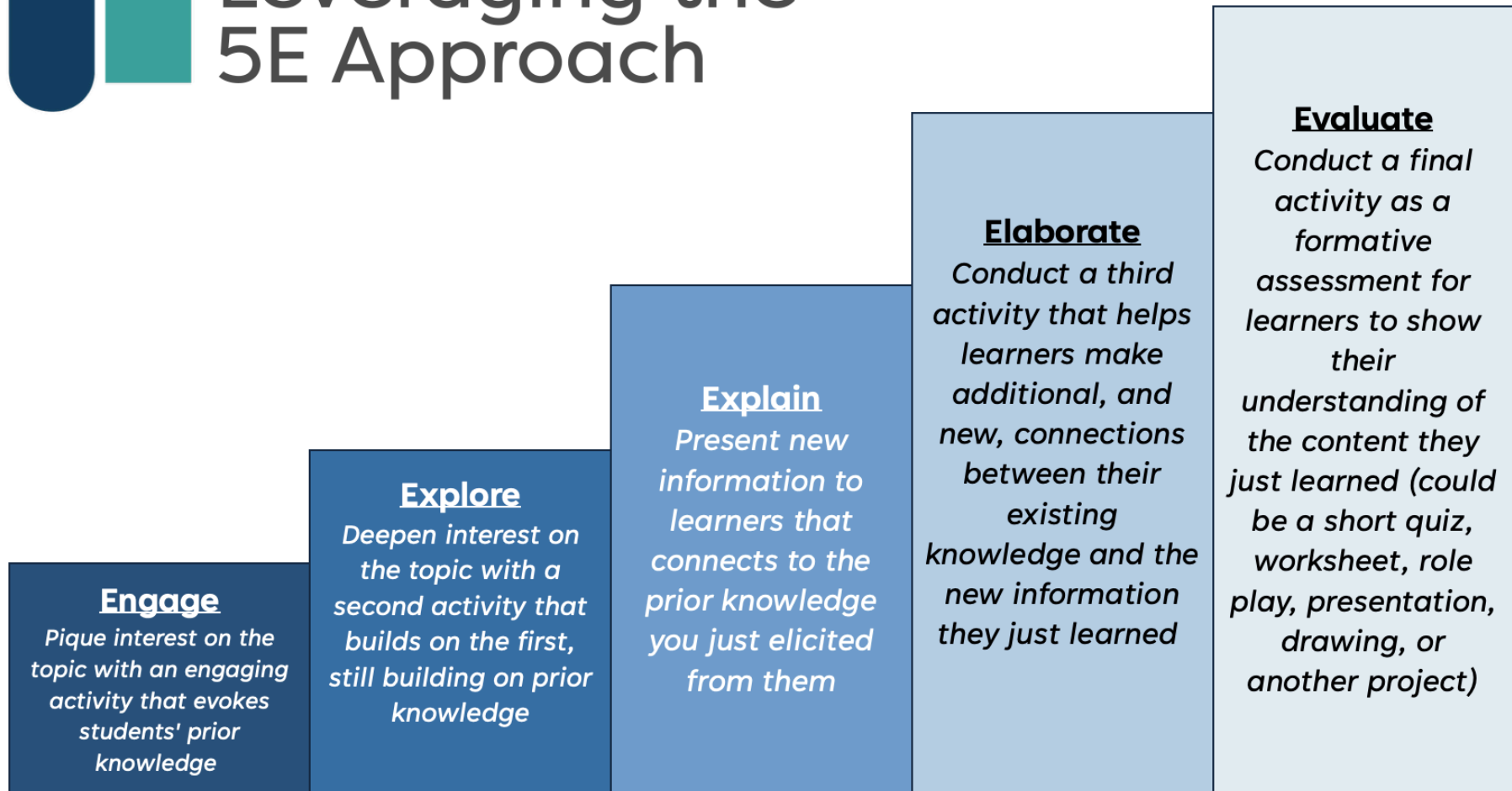
Fill in your response from Step 1 under guiding question #1. Fill in your responses from Step 2 under guiding questions #2a and #2b. Fill in your responses from Step 3 under guiding question #3. Consider how you could turn these ideas into learning activities or objectives, and describe this in the last row in the table. Consider what your “golden thread” is—or, the overarching story you’re trying to teach—over the course of the lesson, unit, semester, ect.

1. What climate and/or environmental justice issue are you trying to teach?	2.a. What are the academic standards that align?	2.b. What are the learning outcomes?	3. How can these issues be taught via your academic entry point?
<i>Climate Issue/Topic:</i> 		<i>Cognitive:</i> 	<i>Mitigation:</i>
		<i>Social and Emotional:</i> 	<i>Adaptation/Resilience:</i>
		<i>Behavioral:</i> 	<i>Justice:</i>
<i>Summarize your recommended learning activities in a few sentences:</i> 			

Questions / Ideas / Notes from Step 4a Brainstorm

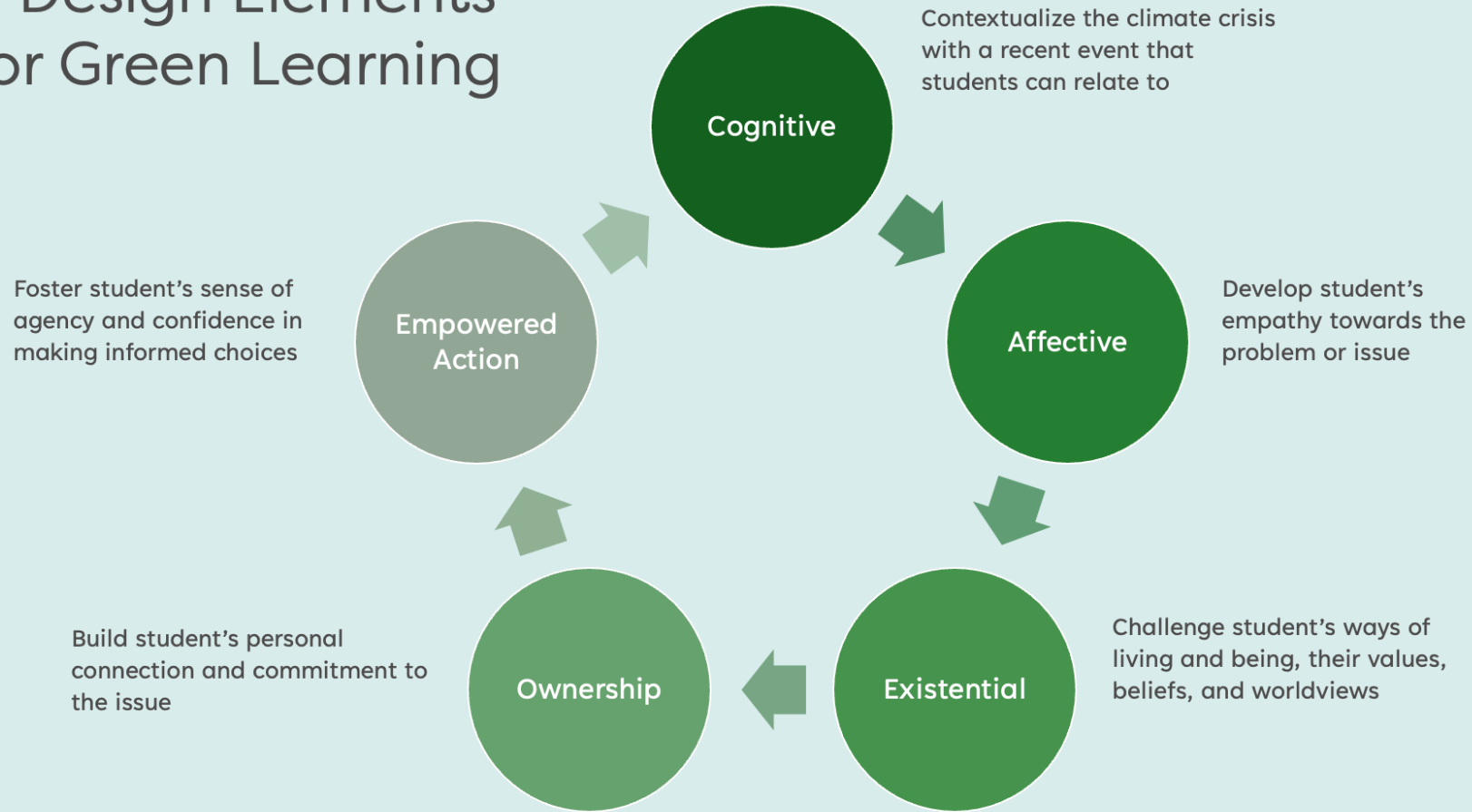


Leveraging the 5E Approach



Bybee, Taylor, Gardner, et al., 2006

5 Design Elements for Green Learning



Kwauk and Casey, 2021

Step 4b: Design your climate-integrated lesson plan

Thinking about your recommendations in Step 4a, fill in the “Activity Description” column with sample teaching and learning activities that could extend these recommendations into concrete ideas. Consider an activity that could correspond with each of the 5Es to help you pace and sequence your teaching. Input the corresponding Green Design Element under the third column. Note: Depending on the length of time you are designing for, you do not need to have all 5Es or all 5 Green Design Elements present. Take note of where your gaps are and identify other opportunities across your unit, subject, semester, etc. where you can fill in any gaps.

5Es	Activity Description	Corresponding 5 Green Design Element(s)
Engage		
Explore		
Explain		
Elaborate		
Evaluate		

Questions / Ideas / Notes from Step 4b Brainstorm