



Language Arts, Science & Social Studies curriculum
– can be used with any grade.

GREEN Schools™

Environment • Energy • Education

Program Resource Manual



NEW Information!

Get your class and your school started!

A Special Thank You!

Since it began in 1990, the TD Friends of the Environment Foundation has proudly supported the efforts of Canadians who are dedicated to the well-being of the environment. Their policy is to support local, community-based environmental activities.

We would like to especially thank TD Friends of the Environment Foundation who, through their many regional chapters across Canada, have generously sponsored all schools in their area.

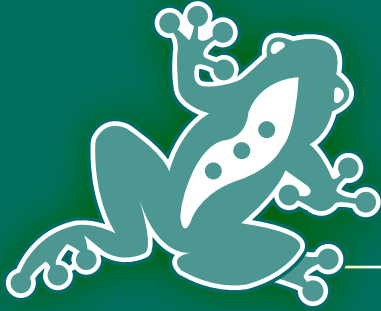
SEEDS GREEN Schools Program continues to be available to all schools across Canada, largely because of our partnership with TD Friends of the Environment, which we hope will continue for many years to come.



Environment. Energy. Education.







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GREEN Schools Overview

The **SEEDS Foundation** (**S**ociety, **E**nvironment and **E**nergy **D**evelopment **S**tudies) provides bias-balanced curriculum resources and support to teachers and schools in addressing learner outcomes in provincial/territorial Programs of Study. The **GREEN Schools Program** supports the concept of “learners in action” and encourages teachers to facilitate an activity based environmental learning program that assists students, regardless of individual differences, capabilities or learning styles, to develop a broader understanding of energy and the environment and the value and necessity for environmental stewardship. The **GREEN Schools Program** supports and encourages students from across Canada to take actions to enhance the environment, to communicate about energy and the environment, and to demonstrate the wise and sustainable use of resources that make up the environment... to be environmentally responsible and take personal action.

- ✓ **Registered in over 6,000 schools across Canada**
- ✓ **Over 1,000,000 environmental projects completed**
- ✓ **Free rewards and incentives to recognize and honour environmental efforts**
- ✓ **Easy to implement and designed for success**

Components of the GREEN Schools Program

GREEN SCHOOLS KIT

Program Resource Manual

Idea Book

Environmental Challenges:

Water, Writing and Bird

Green Handbook and Project Log

Action Certificates

Progress Charts

“Go Green!” Poster

Earth Stickers

Environmental Trophy

Inflatable Earth Ball

Post Cards/Door Tags

A **GREEN School banner** is sent, at no cost, to the school to be presented at an assembly and displayed in a prominent place in the school when 100 environmental action activities have been carried out and the SEEDS office has been notified. Its purpose is to recognize the efforts made by the students and to serve as a reminder to continue their great work on behalf of the environment.

When the Jade Level (250 actions) or the Emerald Level (500 actions) is achieved, the **insignia badges**, which are sent to the school in the Jade and Emerald Kits, can then be attached to the GREEN School banner for display and celebration in the school. When Earth Status is achieved, an **Earth School banner** is sent to the school to be displayed beside the original GREEN Schools banner.

NOTE: Be certain to let the SEEDS' Office know once your school has achieved a new level so that we can update our website (www.seedsfoundation.ca) with your school status.

Celebration CDs are available to schools to help them celebrate their environmental action achievement milestones after a particular level is reached, in particular celebrating their Earth School Status. The CD has sample letters inviting dignitaries to a celebration, as well as suggestions for a celebration student assembly.

Getting Started in Your GREEN Schools Program

Your school is probably already very active in taking responsible environmental action. The GREEN Schools Program provides recognition and focus for that effort.

The objective of the GREEN Schools Program is to encourage classes or groups of students in your school to work cooperatively in undertaking projects that communicate about or enhance the environment. Every school is encouraged to approach this stewardship in their own unique way and to help get you started, the GREEN Schools Idea Book lists hundreds of eco-challenge initiatives that can act as springboards. Most projects, actions and activities suggested are actually very simple but have a significant impact.

Schools are asked to keep a project description and a tally of all environmental stewardship actions that are completed by a “group” of students, as well as the date the action was completed. A “classroom” project or a “student group” project would constitute one entry in this tally.

NOTE: If the entire school, consisting of 5 classrooms, completes the same project, this would count as five projects for your GREEN Schools Tally. Some projects may be counted 2 or 3 times if the project is done by different classrooms as it counts for each class.

Because SEEDS believes that GREEN Schools stewardship projects should have both personal meaning and be easily integrated into individual classroom/extra-curricular needs, SEEDS leaves the decision of what is to be entered in your GREEN Schools tally log up to the discretion of school organizers.

SEEDS does encourage schools to include actions in their tally that were generated by the school’s participation in the environmental initiatives of other environmental organizations (e.g. local environmental activities, Yellow Brick Road, Ducks Unlimited, Destination Conservation, Robert Bateman Foundation, River Watch, etc.).



GREEN Schools Levels

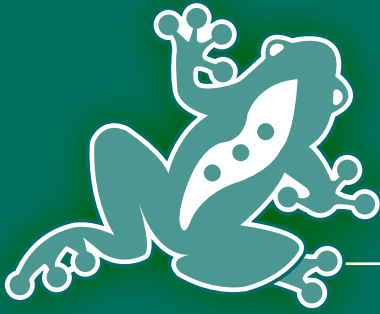
Based on the degrees of participation, the GREEN Schools Program has established the following rewards as incentives for students and staff to move from environmental awareness to environmental action. The goal of these levels of participation is to allow the school community to see that, through their ongoing combined efforts, everyone's accomplishments are making a difference.

100 Actions	Green Status	Receive GREEN Schools Banner
250 Actions	Jade Status	Receive Jade Badge
500 Actions	Emerald Status	Receive Emerald Badge
1000 Actions	Earth Status	Receive Earth School Banner
2000 Actions	Earth II Status	Receive Earth II Badge
3000 Actions	Earth III Status	Receive Earth III Badge
4000 Actions	Earth IV Status	Receive Earth IV Badge
5000 Actions	Earth V Status	Receive Earth V Badge & Trophy
6000 Actions	Earth VI Status	Receive Earth VI Badge
... unlimited Actions		

NOTE: Schools are invited to notify the SEEDS office when their school reaches the above benchmarks. SEEDS will then recognize the achievements of the students and staff by sending rewards to the school. However, it is not necessary for your school to send in your project descriptions to SEEDS.

SEEDS would also appreciate teachers sharing their classroom environmental projects and the successes of their students so that they can be posted on the SEEDS Website. SEEDS will ask for your approval before publishing any of your pictures/articles and offer, as an honorarium, gift cards.

SEEDS would appreciate any feedback about the GREEN Schools Program that you might have.



SEEDS Contact Information:

Toll Free Phone: 1-800-661-8751

Local Phone: 1-403-221-0884

FAX: 1-403-221-0876

Email: seeds@telusplanet.net

Website: www.seedsfoundation.ca



Connecting the SEEDS GREEN Schools Program to Classroom Practices

Because the Earth's environment permeates and affects every aspect of our society it becomes important that, as residents of Earth, each of us recognizes that we have the opportunity to contribute to making good things in our environment last. The SEEDS GREEN Schools Program, designed as a flexible interdisciplinary classroom resource, encourages students across Canada to focus on environmental citizenship by becoming informed about the natural world that surrounds them, then committing to participate in concrete environmental stewardship actions in their school, community and with their families. The SEEDS GREEN Schools Program promotes a sense of collective responsibility for our planet by empowering learners across Canada to not only make positive contributions to current environment interactions and issues (e.g. waste management, wetland conservation, resource use and water quality and quantity), but also to assume responsibility for themselves and the sustainability of planet Earth. It is a classroom resource that can be used within existing programs of study without adding to the curriculum and it does not require extra funding. Whether it is through litter-less lunches, school greening projects, conservation projects or sharing ways to reduce, recycle, reuse and rethink, participation in the GREEN Schools Program helps foster an environmentally responsible school culture.

As a classroom teacher you are already well-versed and skilled in teaching the process skills, content and attitudes required by learners to attain specific curricular learner outcomes. Such expertise in these areas is an important asset in encouraging environmental stewardship and implementing some of the suggestions found in the GREEN Schools Idea Book into your classroom. Depending upon your district and provincial/territorial requirements, you may want to correlate the GREEN Schools suggestions to your own grade/level standards. However, to start you thinking and to make it easier to recognize the connection of GREEN Schools involvement to current educational practice, here are some suggested correlations.



GREEN Schools Connect with Literacy

At first glance, it might not seem that increasing environmental stewardship actions and literacy are a likely match. However, upon closer examination, they make very good partners. Reading, viewing, writing, listening and orally communicating information about awareness and management of Earth's energy sources and uses are key to teaching about the environment at all grade levels. Understanding, built through literacy skills related to the Atmosphere (air), the Hydrosphere (water), the Geosphere (soil and other Earth materials) or the Biosphere (living things) helps build a framework of environmental awareness that alerts students to the realization that each of these spheres of our natural world are intimately connected to each other. Investigating and writing about interesting and relevant aspects of our natural world helps children to appreciate the environment as a venue for acquiring and assessing information. In addition, such literacy pursuits help students become aware and respectful of the fact that they, as individuals, are an integral component of all Earth systems.

Participation in the GREEN Schools Program means that students use this environmental awareness base as a springboard to an outcome based orientation that features a conscious effort to weave environmental stewardship into one's day-to-day lifestyle choices and, in so doing, contribute to the sustainability of a healthy planet.

Samples of GREEN School Literacy Strategies

- Creating **WORD WALLS** that list key vocabulary that students encounter when reading about an aspect of the natural world. Students can be encouraged to use these words when writing.
- Using pictures and writing samples create a **CLASSROOM GALLERY** of all the students' investigations in topic areas related to the environment.
- Involvement in reading and writing opportunities to explore ideas such as :
 - human and all living things have basic needs
 - change occurs in nature, families and communities
 - endangered species and their habitats
 - ecological footprints... past and present
 - our relationship to plants and animals
 - investigate traditional and local knowledge concerning the environment
 - caring for our environment through responsible stewardship actions
 - water use and its care



GREEN Schools Connect with Active Learning

Learning is a function of experience, and the best evaluation is one that is rich in engagement, emotion and linked to the real world. When students have opportunities to become involved in stewardship activities that reduce their ecological footprint, they begin to understand the complexity of environmental issues and the critical thinking, decision-making and communication skills required to solve them. Opportunities arise for learners to become more familiar with the environmental impact of energy use, its challenges and its opportunities. Students begin to clarify their own environmental values and get practice in the practical and organization competences that democratic societies require of their citizens. The SEEDS GREEN Schools Program recognizes that most young people want to help preserve the environment and are eager to do their part to make a difference. Youth engagement in action oriented environmental stewardship is the key element of the GREEN Schools Program.

GREEN Schools Active Learning is...

- Learning through quality outdoor experience options linked to the natural world as a way of helping students appreciate and understand the world around them.
- Understanding about the relationships of energy sources stimulating students to take environmental actions based on a context of understanding sustainability.
- Asking students to work cooperatively in groups on stewardship projects so that they can gain experience in communicating their questions and ideas clearly, learn from one another's experiences and recognize the importance of collaborative actions to the environment.
- Building upon learner self-esteem because of a belief in the ability of young people to make a difference to the health of Planet Earth.

GREEN Schools Connect to Citizenship Building

Canadians are fortunate to live within a natural environment that provides ecological, economic and aesthetic benefits for its citizens. As residents of Canada, we are stewards of a major portion of the world's tundra, boreal and temperate forests, grasslands, fresh water and mountain ecosystems. We all benefit from safe water supplies, clean air, land that is productive and ecosystems that give us life-sustaining services. In addition, Canadians are connected to other people, species and countries through food, clothing, items for everyday use and a common reliance on healthy Earth systems. This places a particularly important responsibility on Canadian citizens - that of balancing their lifestyle choices against respect for the environment and needs for the future. The Government of Canada, in relation to its "Green Plan", has affirmed that caring for the environment is one of the attributes of good citizenship both regarding one's country and the global community. The GREEN Schools Program helps the values and skills of responsible eco-citizenship grow and spread by encouraging students to learn more about where energy comes from and its relationship to the natural world surrounding them and by assisting learners with a framework for carrying out responsible environmental actions. When schools work to create Earth friendly citizens, a natural progression of environmental stewardship behaviors flow into surrounding homes, businesses and communities. There is less waste put into landfills, more goods are recycled and reused and water quality and quantity is elevated. This results in a cleaner, healthier Canada for everyone to play, work and live.



GREEN Schools Connect with Skill Development

Because science and technology is an integral part of almost everything we do, the stewardship encouraged by the SEEDS GREEN Schools Program can easily be tied specifically to science programs in all Canadian provinces and territories. As well, it aligns with many of the learner outcomes within the Pan Canadian Protocol. However, the GREEN Schools Program is not just a science resource. Much of its appeal is the ease in which it also complements the skills and knowledge descriptors in disciplines such as language arts, social studies, fine arts and health.

- Language Arts - skills used in environmental action activities: info gathering from text, visual media and technology; sharing, talking, reading, writing; questioning; identifying focus and setting purpose; communicating ideas through text; enhancing understanding through print and visual media; constructing meaning in conventional formats such as paragraphs, data charts, essays, letters; critical reading, listening and writing; associating and connecting strands of information from a variety of sources and experiences.
- Social Studies - the GREEN Schools concept supports the ultimate goal of “responsible citizenship” ... being one who is knowledgeable, purposeful and makes responsible choices; History - why people have acted as they have toward the environment and the results and how we bring desired change into focus; Economics - renewable/nonrenewable resources, impact studies related to resources, sustainability, consumerism and conservation; Issue Based Problem Solving - balancing between the immediate demands on the environment and the larger social impact.

- Mathematics - applicable skills to environmental action activities: relationships, reasoning, measuring, problem solving, classifying, interpreting, comparisons, predicting, evaluating, visualization, patterns.
- Fine Arts - speaking skills, dramatization, visual representation are vehicles that allow the sharing and communicating of actions and their resulting impacts.
- Health - environmental relationships to lifestyles (e.g. safety, air quality, water quality, food additives and human nutrition).



An Implementation Strategy for GREEN Schools

Participation in the SEEDS GREEN Schools Program is not difficult or time consuming and teachers and volunteers need not be experts in environmental education to become facilitators. Leading students from environmental awareness to actively seeking ways to maintain or improve the health of the planet simply requires an open attitude and a willingness to commit to environmental stewardship.

Feedback from existing GREEN Schools across Canada has enabled SEEDS to recommend the following organizational path for fostering success of the GREEN Schools Program in your school.

- **Identify a GREEN Schools Coordinator.** This person could be a teacher or school volunteer who will take on the responsibility of sharing GREEN Schools information with the staff, overseeing the Log Book entries and the Trophy sharing, and communicate with the SEEDS office, as necessary. The GREEN Schools Coordinator may wish to build a GREEN School Team of helpers: students from an environment club, other teachers, as well as environmental stakeholders such as custodians and parent volunteers.
- The GREEN Schools Coordinator should be certain to **register as soon as possible with the SEEDS office.** This will insure that all email updates, rewards and incentive offerings, information on new challenge materials and informational articles, such as the Seedling Review, are sent to the appropriate person at the school.

The GREEN Schools Coordinator is asked to **submit the following information to the SEEDS office** by Email (seeds@telusplanet.net), FAX (1-403-221-0876), or Toll Free Phone (1-800-661-8751).

- School Name
- School address (including Postal Code)

- School Phone Number (include Area Code)
 - School FAX Number (include Area Code)
 - Coordinator's Name
 - Coordinator's Email
- At a regular staff meeting, the **GREEN Schools Coordinator should explain the GREEN Schools Program** and discuss with the staff how the school might become involved. Remind everyone that it is quite acceptable to start small. The staff should be informed about the Log Book, Trophy and Postcards/Door Tags (For specific information, refer to pages 20-23 in this resource manual).
- GREEN Schools Coordinators are encouraged to **plan ahead to celebrate successes**. It keeps everyone connected to the project, helps to share ideas and shows appreciation to stakeholders for their meaningful participation. Events such as Earth Day, which occurs every year on April 22, Arbor Day, and Environment Week are popular times for many GREEN Schools to hold special environment related student assemblies or full days of special events such as school yard naturalization, guest speakers and student presentations.
- SEEDS would appreciate being informed about your school's environmental stewardship accomplishments so that it can share the successes of your students with other GREEN Schools across Canada. Please **let SEEDS know about your environmental celebrations, displays and special projects**...email photos of your school's earth friendly activities to us at seeds@telusplanet.net.

Caring for our planet is a cooperative and collective adventure that we need to travel together.



Administering the Green Handbook and Project Log and the Environmental Trophy

Successfully implementing the log book and the Environmental Trophy should not be a time consuming task. What is important is that everyone is made to feel welcome in contributing entries into the log book. The use of the trophy, as an incentive, is voluntary. Here are some SEEDS non-prescriptive suggestions that Green Schools Coordinators may wish to use for administering the log book and the trophy in their school.

- Approach the office staff to see if one of them would be willing to keep the Log Book of the projects and hand out the trophy as new projects are recorded.
- At a regular staff meeting, share with the staff the objectives of the Log Book and the trophy: to recognize student action projects that either enhance the environment directly, or communicate to others about the environment.
- Give out blank log sheets from the Log Book (one per teacher) so that every teacher has immediate access to a blank log sheet. Let staff know that the Log Book will be kept in a pre-designated place which is accessible to all. Teachers can then send students to pick up a new blank sheet when they need one.
- When a project is completed, students' fill out one of the log sheets. Each student signs his/her name on the sheet. The students should prepare a write-up to go on the back of the log sheet along with a drawing, photo or sample of the project. Perhaps have two or three students volunteer to do the description write-up. Younger students can dictate their sentences to a volunteer recorder.
- The completed log sheet should be taken to the office or other Log Book locations by the students and given to the individual who has agreed to be responsible for keeping the Log Book on display and up-to-date.

- The log sheet is placed in the Log Book following the last completed sheet and numbered in sequence as the next project. This helps everyone be aware of how close the school is to a reward level.
- At the appropriate time, the Principal and/or the Green Schools Coordinator are notified about the newly completed projects so that a Green Schools announcement can be made. Student representatives from the class are called up to the office to get the trophy for display in their classroom for the day/week. Alternatively, the Principal or a member of the Green Schools Team could personally take the trophy to the new winning class and congratulate them. If there is more than one project, the Green Schools Coordinator would have to decide which class will receive the trophy first or how best to recognize all recently completed projects.
- The class that is the recipient of the trophy would be thanked for their environmental responsibility and informed how long they would have the trophy for.
- During the Green Schools announcement, student representatives from the class might give a “brief” description of their newly completed project.
- After the agreed time period, the trophy would be returned to the office and the class may be given a post-card/door tag to hang on their classroom door or bulletin board. A suggestion is that a post-card/door tag be given out each time a class completes a project as a visible way of the class “keeping score of their actions”.
- Students from this class, the Environment Club or the Green Schools Coordinator may colour in one more level on the Progress Chart, if it is on display.



Suggested Uses for the Project Log

- Store information that is sent out from time to time by SEEDS on projects that may be considered or for school based hints on classroom strategies. For example, sample copies of SEEDS Challenges or the annual Seedling Review can be placed into the log book. Covering letters, recognition letters and sample thank you notes can also be placed into the back of the log book.
- Photos related to projects can be placed in plastic photo holders and placed into the log book.
- Representative samples of student work related to particular projects may also be stored in the log book.
- Do not discard the project description sheets, just transfer them to another binder to keep on file so that a history of activity is accumulated and students can look at their progress and see what other students have done.

About Projects in the Log Book

- All of the projects in the Log Book must have something to do with energy or the environment.
- All of the projects should involve students taking action either as part of their regular studies or as a special project.
- Students at any grade level can add their projects to the Log Book.
- All of the projects entered must involve students enhancing the environment in some manner (such as litter clean-ups, energy audits, plantings, switching to fluorescent light bulbs or container recycling) or involve students communicating about energy and the environment (such as poster displays, iMovies or Power Point presentations or videos, shared stories and research).
- Projects in the Log Book may vary greatly from one to another in terms of the time and effort that may have gone into them. Most importantly, whether the projects are big or small, they all reflect the view that each effort is important and is a success.
- Projects may be part of lessons in art, language arts, social studies, music, and science or from any other subject area.



Using the Earth Ball as a Teaching Resource

Viewed as a whole from space, the magnificence of the Earth's environment as a system is apparent. The Earth Ball can be used to help students understand that Earth system interactions are all around them, going on all of the time and connected to the Earth's rotation around the Sun. It can be used to help students articulate and integrate their existing knowledge about the air, water, soil, and living things by viewing them as interacting parts of a system.

- **Atmosphere** – the envelope of gasses, including oxygen and carbon dioxide, and suspended particles that surround the Earth and are held in place by gravity. A part of the energy from the Sun is absorbed by the atmosphere while another part is used to heat the Earth's surface. It is the atmosphere that circulates this heat from the equator to the poles and moves moisture in the form of clouds resulting in precipitation.
- **Biosphere** – everything that lives on the Earth is part of the biosphere. In our environment, plants and animals are linked in a complex web of energy transfers known as food chains and food webs. Basic to this is the energy pyramid which shows the Sun's energy being trapped by plants through photosynthesis and passed from organism to organism and then back to the atmosphere.
- **Geosphere** – includes the entire solid surface of the Earth. Soil is a precious resource of the geosphere because of its tremendous effect on every part of each ecosystem. Soil holds nutrients and water for plants which are a source of food for animals, cleans and filters water, supports the growth of materials used for food, shelter and manufacturing. It plays a role in the amount and type of gases in the atmosphere as well as it traps heat.
- **Hydrosphere** – one often thinks of inland water, ground water, oceans and ice as the hydrosphere, but it also includes water in the form of clouds, fog, sleet, rain... any form of precipitation. Water is one of the most abundant substances on our planet and without a supply of fresh water, most ecosystems would not survive.

Possible Uses for the Earth Stickers

1. Placed on doors to caring classrooms
2. As prizes for students' enviro-efforts
3. For decorating recycling bins
4. On scrap paper boxes in classrooms
5. On Earth Day cards to parents
6. On desks in offices
7. On students' three-ring binders
8. On students' day-timers/agenda books
9. On coffee mugs
10. Beside light switches
11. On environmental posters in classrooms
12. On letters sent to government officials
13. On certificates of thanks
14. On library environmental books
15. On enviro-monitor badges
16. On bar charts to monitor progress
17. On computers and printers
18. On aquariums and plant pots
19. On report cards or special notices
20. On photocopiers to remind about waste

Frequently Asked Questions

Q1. Where could the Log Book and Trophy be on display?

A1. Suggestions...

- A special display in the school library
- In the hallway beside the school office
- In the school office

Q2. How many projects need to be done to become a bronze school?

A2. “20” The number of projects to achieve all of the milestones is at the bottom of each log sheet.

Q3. Where do you recommend that the Certificates and Instruction Sheets be stored?

A3. We suggest storing the extra items in the mailing box that they were shipped in. This way they are labeled and together in one place.

Q4. Should I meet with the students and/or teachers to explain how the program works?

A4. Yes, inform the teachers and show them the resources and items available to them at a staff meeting.

Have teachers identify Environmental Action Representatives (EAR's) from their class.

Hold a “Student Start-Up Meeting”, to which the Environmental Action Representatives are invited to a lunch-hour or after-school meeting to:

- have students look at the trophy and the binder
- explain how to fill out the Log Book entries
- discuss possible type of projects
- give the students special responsibilities such as making announcements over the PA System when projects are completed

Q5. Will the students fill out the log sheets, whenever possible?

A5. Yes, students should be encouraged to take ownership for the Green Schools Program. Older students can do this under the guidance of a teacher or parent volunteer but younger students would need the assistance of a recorder.

Involving The Media

The media is often interested in covering a school's involvement in Green Schools environment related projects and initiatives. This gives the media an opportunity to be a community partner and helps to highlight, to the larger community, the positive actions that students are taking toward sustainability. A free SEEDS Celebration CD is available to schools to help them plan celebrations around their environmental action milestones. This CD contains sample celebration programs, sample letters to dignitaries, a sing-a-long presentation of the Promise Song as well as other celebration materials.

SEEDS would appreciate receiving copies of any media coverage of your celebrations.

Green School Celebrations



Reed Ranch School, near Olds, celebrated becoming the 249th Earth School in Canada by organizing a full day of student involvement in school ground beautification. Their Green Schools assembly was attended by local school and government officials, representatives of TD Friends of the Environment and the SEEDS Team.



In 2012, Haldane Elementary School in Chase, BC achieved Earth VII status, completing 7,000 environmental projects. Haldane School began the SEEDS GREEN Schools program in 1992 and is the first school in Canada to reach Earth VII level.



University Elementary in Calgary was the host school for the 2nd Annual SEEDS National Water Conservation Challenge – “Take the Plunge” Celebration. It commemorated the achievement of 1 million water-wise conservation actions carried out by students from across Canada. Bob Mills extended congratulations on behalf of the Government of Canada. Speakers included Michel Scott, VP Devon Canada, David Ryzebol VP Safeway Canada, David Coutts, Alberta MLA and Barry Erskine, City of Calgary Alderperson.

Students from Nestor Elementary School in Coquitlam, B.C.

“The value of the GREEN Schools program”, said Nora Boekhout (sponsor teacher at Nestor Elementary School in Coquitlam), “is that students become aware they can make a difference every day of

their lives. We read about the worries of global warming in newspapers all the time. Students feel great when they know they are really doing something good for planet Earth,” she said. “This program helps them see how they can become part of the solution.”

Quote taken from an article in the Tri-City News, Wednesday, May 30, 2007.



Honourable Lorne Calvert, Premier of Saskatchewan, presented the enviro-team from Montgomery School in Saskatoon with their SEEDS Emerald Award and thanked the many other Green Schools across Saskatchewan for their stewardship efforts. The celebration was followed by hamburgers and hot dogs, courtesy of SaskEnergy, Saskatchewan’s Green Schools Sponsor.

**YOUR SCHOOL'S PHOTO
SHOULD BE HERE!!**

Send us information and pictures of your Green Schools Celebrations so we can feature your school in our next publication and on our web page.

Summary of Programs

ENVIRONMENTAL & ENERGY PROGRAMS

GREEN Schools Program (*Grades K-12*)

- ❑ Receive free rewards for your school's environmental actions
- ❑ In thousands of schools across Canada
- ❑ Over 1,000,000 environmental projects completed
- ❑ It takes only 100 actions to become GREEN!

Energy Literacy Series (*Grades 6-12*)

- ❑ Explores the production, uses, technologies, and issues of ten sources of energy from a Canadian perspective
- ❑ Designed for middle and secondary students
- ❑ Free, interactive web-based program
- ❑ Online at www.seedsenergy.ca

Habitat in the Balance (*Grades 7-12*) (In development)

- ❑ Water and habitats
- ❑ Land and habitats
- ❑ People, flora, fauna and habitats
- ❑ Air and habitats

Creating a Climate of Change (*Grades 7-12*)

- ❑ Broadens student understanding of concepts of climate change
- ❑ A multimedia instructional resource for Canadian secondary schools
- ❑ Used by over 2,500 schools across Canada

TACC: Teaching Activities for Climate Change (*Grades 7-12*)

- ❑ Enhance knowledge of climate change with this interactive module
- ❑ A class activity that provides an action component for Creating a Climate of Change features energy-saving action cards, copy master, transparencies, teacher's guide, and web component

ENVIRONMENTAL & LITERACY CHALLENGES

Canadian Literacy Challenge (*Grades K-9*)

“Get on the Write Track for the Environment”

- ☐ Get your students to express, through writing, their knowledge of any aspect of the environment
- ☐ Take-home component, exciting rewards for students, and a class participation certificate
- ☐ Offers your school a chance to win prizes and participate in a draw

Canadian Water Conservation Challenge (*Grades K-9*)

“Take the Plunge”

- ☐ Promotes actions that individuals, families, classes, and schools can take to preserve water quality and quantity
- ☐ Total student action results will be calculated and school names placed on a Canada-wide Water Conservation Registry
- ☐ Free rewards for participating students

Bird Challenge (*Grades K-9*)

- ☐ Spot, identify, and tally birds during any 48 hour period in April or May
- ☐ Investigate conservation of birds and their habitat
- ☐ Free rewards and class participation certificate

CHECK OUR WEBSITE – WATCH FOR NEW PROGRAMS

FOR MORE INFORMATION CONTACT:

1-800-661-8751

fax (403) 221-0876

or online at: www.seedsfoundation.ca

Do you need more information
about our programs? Please visit:

www.seedsfoundation.ca

or call us at: 1-800-661-8751

The goal of SEEDS is to promote environmental stewardship based on bias-balanced scientific realities.

All of our programs are Monday morning ready and are curriculum fit for all 10 provinces and 3 territories.

We offer programs for all K-12 Canadian teachers and students.

SEEDS promotes inter-connectedness with other environmental initiatives. The web portion of our Energy Literacy Series (ELS) and Creating a Climate of Change (CCC) are linked with other appropriate resources like the Canadian Centre for Energy Information, Natural Resources Canada, and Environment Canada.

- ✓ Many of our programs offer student and class rewards/incentives.
- ✓ The actions generated by a school's involvement in other environmental initiatives can also be counted towards your GREEN Schools tally.

Thank you to:



**Friends of the
Environment
Foundation**